COMMUNITY PROGRAMS FOR AT-RISK CHILDREN AND YOUTH IN THE KFL&A HEALTH REGION: A SCOPING REVIEW

by

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Abstract

A scoping review was used to identify community-based out-of-school programs which employed occupation as a means of intervention to support positive youth development for at-risk children and youth. The purpose of the review was to explore how programs, via their structure and philosophy, may facilitate well-being and positive youth development. Organizations that ran programs which were accessible to children and youth in the boundaries of KFL&A Public Health Unit were located through internet search, word of mouth, and printed resources in the community. Nine programs (Boys and Girls Club, Big Brothers Big Sisters, Camp Outlook, Outward Bound, Tim Horton’s Children’s Foundation Camp, Children’s Aid Society, Youth Diversion, Girls Inc, and Katarokwi Native Friendship Centre) were identified and the associated documents were analyzed. A search of scholarly journals was completed to locate peer-reviewed publications which evaluated the above programs. Six publications were located which evaluated the effectiveness of the Boys and Girls Club (n=3) and Big Brothers Big Sisters (n=3). These evaluations indicated that the programs produce positive effects for youth behaviours and reduce negative attitudes and risk behaviours. Four common goals were identified through the analysis of the program documents: developing confidence/worth, safe supportive environment/relationships, skill development, and positive future outlook/place in the world. From the program documents, key phrases were identified that related to one or more of the components of well-being, namely; physical health (healthy lifestyle and participation), self-esteem (view of self and succeed at new things/skill development), belonging (safe supportive environment, citizenship,
relationships/safe adult relationship), security (personal and economic), and self
determination (skill development, positive future outlook, choices, self-reliance).

Multiple links were observed between the goals and the components of well-being. The
component of Belonging appeared to have the greatest emphasis, with all program
documents containing at least one statement related to this component. This review
provides insight into the role that youth programs which utilize occupation as the means
of “intervention” can play in fostering a state of well-being and positive youth
development among participants.
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Chapter 1

Introduction

Development is a lifelong human process. It is an ongoing, complex process which is influenced by the environment, relationships, and engagement in challenging occupations (Pittman, Irby, Tolman, Yohalem, & Ferber, 2003). Childhood and adolescence are periods of rapid development; physically, cognitively, and emotionally. Typically, adolescence is considered a period of dramatic change and individuation (Gerard & Buehler, 2004; Hendry 1983). Within popular culture adolescence is often considered a time fraught with hazards and many adolescents are seen as potential problems that must be fixed before they wreak havoc on society, although this may not actually be the case (Damon, 2004).

During adolescence personal values are being developed and the young person is acquiring the freedom and responsibility to make his/her own lifestyle choices (Gerard & Buehler, 2004; Hendry 1983). These developmental activities can have both short and long-term effects on health and well-being. Greater levels of well-being are associated with having an internal locus of control, high self-esteem, being extraverted, and being intrinsically motivated (Park, 2004). Early experiences can have a significant effect on later outcomes as healthy development is an ongoing process and no single snapshot in time can determine the course of development (Roth, Brooks-Gunn, Murray, & Foster, 1998). As a child transitions to adolescence and then onto adulthood it is the sum of these experiences that helps to form his/her worldview and values as well as to provide him/her with the opportunity to understand and meet his/her individual potential.
Current theoretical and practice frameworks view youth as having potential and being ready to explore their competence and gain independence, even those with the most troubled histories and backgrounds (Damon, 2004). Young people may be viewed as being on a continuum of risk that may impact their experiences in a variety of life situations such as health, academic achievement, and socioeconomic status (McWhirter, McWhirter, McWhirter, & McWhirter, 1998). Those at the low end of the risk continuum are unlikely to engage in behaviours that would be considered risky, such as criminal behaviour, early school leaving, promiscuity, and excessive drug and/or alcohol use. Those at the high end of the continuum are at imminent risk for these negative behaviours and the associated short and long-term outcomes (McWhirter et al., 1998). Factors that reduce risk or promote resilience (positive coping skills) include a supportive social network, self-efficacy, and engagement in skill building opportunities (McWhiter et al., 1998; Pittman et al., 2003; Roth & Brooks-Gunn, 2003). Researchers who focus on youth development identify a wide range of ways in which youth may be limited in their positive development and chances in life, including but not limited to, health concerns (e.g. accidents, illness due to unprotected sexual intercourse, eating disorders), engagement in risky behaviours (e.g. juvenile delinquency and chronic school truancy and underachievement), academic difficulties, difficulties engaging in social institutions and civic responsibility, and poor relationships with family and peers (Roth et al., 1998).

Roth and Brooks-Gunn (2003) indicated that in the early 1990s the youth development movement called for a paradigm shift. Rather than focusing on deterrence of problem behaviours the focus became youth preparation and development. The phrase “problem free is not fully prepared” (p. 170) is used to capture the essence of this new
approach, recognizing the need for more than just prevention programs to help youth maintain a positive life trajectory. The vocabulary of this new approach emphasizes the strengths present in all young people and incorporates concepts such as developmental assets, moral development, civic engagement, well-being, and thriving (Lerner, Lerner, Almerigi, Theokas, Phelps, & Gestsdottir, 2005). Current youth development programs attempt to address factors within a variety of life domains through combinations of positive developmental experiences and opportunities. Lerner, Lerner and colleagues (2005) suggest that there is a mutually influential relationship between an individual and the context in which he/she exists. This relationship means that if a young person is developing in a context which is supportive and builds on personal assets or strengths of the individual then he/she may experience positive development. Positive youth development programs appear to have two purposes; (a) providing opportunities to engage in pro-social behaviours and skill building occupations, and (b) providing support to avoid risk behaviours which compromise health and future opportunities (Roth et al., 1998).

Engagement has been identified as the most important factor in creating positive youth development (Pittman et al., 2003). It is the experience of engagement in appropriately challenging and meaningful activities that is essential to fostering health and well-being which should be considered when supporting youth development (Doble & Santha, 2008; Law, Steinwender & LeClair, 1998) rather than implementing programs which focus solely on preventing or remediating problem behaviours (Pittman et al., 2003). During a young person’s development, health and well-being are in fluctuation and are ultimately enhanced or compromised by his/her experiences of occupation; both
the doing and the context. Both the appropriate occupation and level of challenge allows for the facilitation of the development of well-being. Well-being occurs when the individual/context relationship is in balance and the individual is currently on a healthy developmental trajectory (Lerner, Lerner, et al., 2005).

Well-being is defined as “a state of overall contentment with one’s physical/mental health, self-esteem, sense of belonging, personal and economic security, and opportunities for self-determination and meaningful occupation” (Hammell, 2008, p.62). Lerner, Lerner, and colleagues (2005) consider well-being to be the present state and one must experience well-being in the present in order to experience positive development and to thrive in the future. The relationship between occupation and well-being has been discussed in the occupational science literature for the last two decades (Doble & Santha, 2008; Hammell, 2008; Larson, Wood, & Clark, 2003). Within the youth development literature well-being is presented as a critical component of positive development (Lerner, Lerner, et al., 2005; Park, 2004). Understanding the relationship between the experience of well-being and how development may be affected by that experience can potentially help to direct intervention and policy resources in facilitating the engagement in meaningful occupation for all citizens, especially those who are typically marginalized. Marginalized populations are likely to encounter more barriers to engaging in meaningful occupation and are less likely to experience well-being (Townsend & Wilcock, 2004). At-risk youth can be considered a marginalized population, as they face many barriers to experiencing full citizenship and accessing opportunities for engagement in meaningful occupation that supports their well-being and development.
Occupations are identified within the Occupational Science and Occupational Therapy literature as directly contributing to one’s state of well-being and are a critical component of the development process (Roth & Brooks-Gunn, 2003; Roth et al., 1998). Occupations are the activities that comprise our daily lives and overall life experience (Larson et al., 2003) and are often categorized as self-care, leisure, and productivity (Canadian Association of Occupational Therapists [CAOT], 2002).

Within Occupational Science and Occupation Therapy there is a perspective that occupations provide for the experience of doing, being, becoming, and belonging; all of which are essential to survival and health (Wilcock, 2007). Other disciplines that examine the concepts of health and illness also identify the importance of occupation to ongoing maintenance of health (Wilcock, 2007). While occupation can enhance well-being, it is not just doing an occupation alone which creates the effect; it is the experience of the occupation. This experience includes factors such as perceived control, intrinsic motivation, sufficient complexity, and a balance between challenge and personal skill (Law et al., 1998). It is the meaning and satisfaction that individuals derive from their occupational lives that leads to well-being. Individuals are more likely to experience well-being if they choose and engage in occupations that meet their individual needs (Doble & Santha, 2008).

Previous reviews of youth development programs have focused on synthesising the data from quantitative evaluations of the outcomes and how the programs target or affect the identified key factors considered essential in a youth development program (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Roth et al., 1998). Currently, there is little or no research which provides an overview of how youth development
programs use occupation and associated supports to facilitate a state of well-being for participants. A scoping review has been chosen as an investigative method for this study in order to identify community-based, out-of-school time programs which use occupation as a means of “intervention” for at-risk children and youth within the geographical boundaries of the Kingston, Frontenac, Lennox & Addington (KFL&A) Health Unit. The purpose of the review was to explore how programs, via their documented structure and philosophy, may facilitate well-being and positive youth development. The purpose of the review was not to rate the quality of the programs but rather to identify how programs intend to support youth development and how occupation may be used to achieve this.
Chapter 2

Literature Review

2.1 Occupation and Well-being

In the Occupational Therapy and Occupational Science literature engagement in occupation, the purposeful activities that make up our daily lives (Canadian Association of Occupational Therapists [CAOT], 2002), is considered essential for health and well-being (Hammel, 2008). It is a part of our identity (Unruh, 2004), and a critical contributor to development (Davis & Polatajko, 2004; Keilhofner, 2002). The importance of engagement in meaningful occupation is well-documented and the inability to engage in occupations can have significant detrimental effects on health and well-being (Doble & Santha, 2008; Hammel, 2008; Townsend & Wilcock, 2004; Wilcock, 1999). The concept of occupational injustice as defined by Townsend and Wilcock (2004) provides us with a context within which to understand the importance of occupational engagement across the lifespan. The belief is that “occupations are central to human existence” (p.76) and that injustices occur in instances of limited access to or development of occupational opportunities.

There are four conditions of occupational injustice;

1. occupational alienation – occurs when one experiences alienation, disconnectedness, or isolation; all people have the right to experience meaningful, enriching occupations,
2. occupational deprivation – occurs when one is denied the opportunity to engage in occupations of necessity or meaning due to external factors beyond one’s control,

3. occupational marginalization – occurs when one is not afforded the opportunity to make everyday choices about participation in occupation due to external forces or standards, and

4. occupational imbalance – is a population-based term that refers to populations that do not share in the labour and economic benefits.

These conditions can have significant negative impacts on the health and well-being of individuals and populations (Townsend & Wilcock, 2004).

The relationship between occupation and well-being is a topic that has been widely explored in the occupational therapy literature as it relates to all people and specifically to those in marginalized populations, such as individuals living in poverty or persons with disability. Well-being as defined by Hammel (2008) is “a state of overall contentment with one’s physical/mental health, self-esteem, sense of belonging, personal and economic security, and opportunities for self-determination and meaningful occupation” (pg. 2). Well-being can also be described as a “perceived state of harmony in all aspects of one’s life” (Law et al., 1998, pg. 84). The definition provided by Hammel was chosen for this study because it approaches well-being from a holistic perspective, considering both the person as well as the social context.

Occupation unto itself does not affect well-being but the meaning and challenge associated with the occupation are the critical factors. Occupation fulfills the basic human need to do, provides a sense of purpose, provides a means to organize time and
space, and is a medium for the development and expression of identity, and it is through these mechanisms that occupation has a positive effect on well-being (Laliberte-Rudman, 2002). Doble & Santha (2008) suggest that simply having the physical and cognitive capacity to do an activity or participate is not sufficient for the development and maintenance of health and well-being. It is the “subjective experience” which is the valuable part of participation in an occupation (Doble & Santha, 2008). Keilhofner (2002) supports this concept of the subjective experience, indicating that it is the doing of activities or participation in occupations that are a part of a socio-cultural context and that are important to the individual. Further, this context and the value or meaning placed on the occupation are the factors that affect well-being. Doble and Santha (2008) suggest that an individual is more likely to experience meaning and satisfaction if they are able to engage in occupations that meet their occupational needs. These occupational needs are identified as, a) experience a sense of control, efficacy, value, and worth, b) demonstrate who you are and want to become as an occupational being, c) learn and master skills, d) relate to others, and e) make a connection with past, present, and future (Doble & Santha, 2008).

Law and colleagues (1998) conducted a critical review of 23 studies which examined the relationship between occupation and health and well-being. The papers focused primarily on an adult population and those accessing health care services due to illness or disability. Factors such as control, intrinsic motivation, sufficient complexity and achievement of a balance between the task challenge and a person’s skills were important for the development of health and well-being. This review supported the premise that it was not merely participation in an occupation but the subjective
experience or meaning of the occupation that was the most important contribution of occupation to the development of health and well-being. The understanding of this relationship is a foundation for understanding the value that occupation can play in the development and maintenance of well-being and the types or components of an occupation are valuable to well-being. Using this initial information about persons accessing the health care system we can consider how meaningful and appropriate occupational opportunities can impact other population groups, specifically those who are marginalized or experiencing occupational injustice.

Meaningful occupation is defined as “occupations that are chosen and performed to generate experiences of personal meaning and satisfaction in individuals, groups, and communities” (CAOT, 2002, p. 181). It is participation in meaningful occupation, whether it be work, play or leisure, or self-care that maintains health (Passmore, 2003). Further occupations dictated by another person may be experienced as meaningless to the individual and as a result have negative connotation and may potentially have an adverse effect on an individual’s sense of well-being (Hammel, 2004). This perspective reinforces the value of the subjective experience of occupation and its meaning and value to the health and well-being of the individual.

Framing occupation as more than just an activity but as a method of understanding individuals and the more expansive societal context in which they exist allows us to understand that occupation often sets the rhythm of our lives and is a significant method of identifying ourselves and what we value to others (Harvey & Pentland, 2004). Using an occupational lens when considering developmental stages and the experience of well-being during those stages, specifically child and adolescent development, may allow for a
unique perspective on development and the programs designed to foster healthy
development.

2.2 Youth Development

Human development begins at birth and continues until death; it is not specific to
a certain life stage or transition period. Pittman and colleagues (2003) identify the
following characteristics of development:

- ongoing, a continuous process across the lifespan,
- uneven among individuals and within the same individual,
- complex with internal and external factors that interact with each other,
- influenced by the environment in which the person lives,
- mediated through significant relationships which influence both the
direction and pace of development, and
- triggered by participation in challenging and engaging activities that are
relevant to the person.

Adolescence is a critical stage in development. Gerard and Buehler (2004)
describe adolescence as a period marked by significant psychological transformations.
These include identity formation, individuation from parents, the establishment of
intimate relationships, and development of a work or vocational identity. There are a
number of social tasks during adolescent development which include, (a) the
establishment of a personal significance and self-esteem, (b) the establishment of a
personal philosophy and values, (c) the establishment of and adjustment towards
independence, (d) relationships with adults and authority figures, (e) relationships with
peers, and with the opposite sex, and (f) engagement in a productive occupational role
(Hendry, 1983). For some youth there are minimal opportunities to engage in occupations which facilitate the achievement of these developmental tasks. They may also have minimal social or environmental support. These limitations may be the result of a number of socio-cultural, environmental, and/or economic circumstances.

Role acquisition and transition are critical developmental challenges of adolescence. During this developmental stage the young person is individuating from parents; leaving the role of dependent child and establishing an independent identity as an adult (Black, 1976; Kielhofner, 2002). Increasing levels of autonomy and new responsibility for occupational choices and roles are critical for development. Adolescents require the opportunity to experience self-determination as it relates to occupational engagement. Experiences of competence within occupations offering appropriate levels of challenge are vital for skill building. These challenging experiences and subsequent successes can then be integrated into the self-perception of an adolescent, building toward or maintaining a positive self-perception (Kielhofner, 2002).

2.3 Positive Youth Development

A common belief is that today’s youth face many more obstacles on the path to adulthood than any previous generation. These obstacles include busier parents, access to more dangerous substances, the opportunity to engage in more risk taking behaviours, overburdened schools, and a more demanding job market (Roth & Brooks-Gunn, 2003). Opportunities for positive youth development are invaluable to counteract some of these effects and the negative influences peers may exert during passive and unstructured leisure time.
Five goals of successful adolescent development were identified by the Carnegie Council on Adolescent Development in 1989. Youth should be a) intellectually reflective, b) en route to a lifetime of meaningful work, c) good citizens, d) caring and ethical individuals, and e) healthy (Roth et al., 1998). The manner in which adults, both family members and professionals, support this development can affect a young person’s developmental trajectory.

Since 1990 there has been a paradigm shift in relation to how youth development is viewed (Lerner, Almerigi, Theokas, & Lerner, 2005; Lerner, Lerner, et al., 2005; Roth & Brooks-Gunn, 1998). Previously, adolescence was considered to be a period of storming and stress and that positive development was simply the absence of negative actions by the youth (Lerner, Lerner, et al., 2005). In popular culture and amongst professionals working with youth, young people were viewed as potential problems which needed to be fixed before they were able to damage society (Damon, 2004). The new perspective of positive youth development is one in which engaging in risky behaviour is not an inevitability. This theoretical perspective of positive youth development is supported by contemporary developmental systems theories (Lerner, Almerigi, et al., 2005; Lerner, Lerner, et al., 2005). The relationship between the person’s biology and the environment in which they exist is stressed. Development is not fixed by some predetermined genetic influence rather there is a plasticity of human development that allows for change to occur when some force is acting on the relationship between the intrinsic characteristics of the person, their biology and psychological characteristics, and the external influences including family, community, and culture (Lerner, Almerigi, et al., 2005; Lerner, Lerner, et al, 2005). The positive
youth development perspective supports the premise that the promotion of desired outcomes is not just the prevention of undesirable behaviours. Lerner and colleagues propose that the individual and context relationship is dynamic and outcomes are related to this relationship. If the individual is allowed to work from a strengths base within an asset rich, supportive context or ecological system then positive development is likely to occur (Lerner, Lerner, et al., 2005). Larson (2000) also supports the importance of understanding the relationship between context and the individual when considering successful components in youth development. Young people can be viewed as resources who can contribute positively to society rather than something from which society must be protected through prevention programs focused on modifying “inevitable” problem behaviours (Damon, 2004).

Youth development is a term used to describe the process of development, the outcomes of development, and the programs and organizations focused on the facilitation of positive development. Young people grow up in a context and ideally the support that they need to overcome obstacles is found naturally within that context, such as in families, peers, and community institutions (Pittman et al., 2003). Unfortunately this is not the experience of all children and youth. Many do not have these natural supports and for some, the obstacles are difficult if not impossible, to overcome and as result the young person is considered to be “at risk.”

2.4 Youth and Risk

The developmental experiences during childhood and adolescence can have lifelong effects and there are some young people who are at risk for poor outcomes as a result of the accumulation of risk factors across life domains. ‘At risk’ describes a young person’s
likelihood of experiencing distress and resultant poor outcomes in a variety of life situations such as health, academic achievement, and socioeconomic status (McWhirter et al., 1998). Some negative outcomes that these young people may experience in adulthood include unemployment or under-employment, dependence on social services, increased use of the health care system, use or abuse of drugs and alcohol, and increased engagement in criminal activity (Burt, Resnick, & Novick, 1998). Many risk factors are external to the individual and outside of his/her locus of control. Often it is the actions or circumstances of the adults who are the primary care givers for the young person that contribute to the risk, as evidenced by the types of risk factors identified in the literature (Gerard & Buehler, 2004; McWhiter et al., 1998; Tiet & Huizinga, 2002). Risk factors present across a number of domains, including family, socio-cultural, and education. It is the accumulation of these risk factors rather than the experience of any particular single risk factor or cluster of risk factors in one domain which is the indictor of the level of risk. Within the socio-cultural domain risk factors include family poverty, single parent status, low parental education level, large household size, unsafe neighbourhoods, and poor peer relationships. Risk factors within the family process may include poor relationships between co-parents, low parental involvement, and detached family relationships. Feeling disconnected from or rejected at school are significant risk factors within the educational domain (Gerard & Buehler, 2004). Tiet & Huizinga (2002) also include being a child of parents with mental illness, having a severely criminal father, parental alcoholism, parental loss, maltreatment, institutional upbringing, minority status, and living in urban areas as risk factors.
McWhiter and colleagues (1998) propose that specific behaviours, attitudes, or deficiencies observed in youth may be initial markers for later problem behaviours. They further suggest that the term ‘at risk’, which is often used in the current tense actually refers to behaviours that can be anticipated in the future, and has different meanings among professions. For example:

1. Psychologists, social workers, and counselors use the term to refer to individuals who suffer emotional and adjustment problems,

2. Educators use the term to refer to students who are at risk of dropping out, those who have not learned the necessary skills to succeed after graduation, and those whose current level of educational mastery makes their future school career problematic,

3. Health professionals use the term to identify individuals with both physical and psychiatric health problems, and

4. The employment sector uses the term to refer to individuals who do not have the necessary literacy and numeracy skills to obtain competitive employment and succeed at their jobs.

The short and long term outcomes can be costly, both physically and emotionally, for the individual and also for society as a whole due to the increased demands on publically funded services. Increased health care demand, social assistance funding, addictions services, and involvement with the justice system are some areas of increased use of publically funded services due to the negative experiences or limited opportunities of ‘at risk’ youth. Developing an understanding of the factors which contribute to a young person being classified as ‘at risk’ may help health care and social service
professionals to provide programs to develop the intrinsic strengths and capacities of youth in order to mitigate the negative factors and benefit the individual and society as a whole.

The positive youth development perspective supports the premise that even those young people with the most troubled histories and disadvantaged backgrounds can experience positive development (Damon, 2004). This is often referred to as resilience, which is the quality that enables a young person to thrive in the face of adversity (Damon, 2004). Resilience has been further characterized as one of a cluster of adaptive response patterns that can be learned by anyone during childhood. Persistence, hopefulness, hardness, goal directedness, healthy expectations, success orientation, achievement motivation, educational aspirations, a belief in the future, a sense of participation, a sense of purpose, and a sense of coherence are closely associated with resilience (Damon, 2004). The concept of resiliency may still appear to assume that adolescence is fraught with danger, stress, and deficit however, the perspective that a young person can succeed due to adaptive factors and despite ecological challenges and barriers may be the early steps in developing the positive youth development perspective (Damon, 2004).

2.5 Positive Youth Development and Well-being

Well-being is identified as an essential state of being which is directly related to positive youth development. Lerner, Lerner, et al. (2005) suggest that when one is experiencing well-being (the present tense) then appropriate conditions are in place to facilitate positive development, or thriving (the future tense). It is the interaction between intrinsic and extrinsic factors that influence development and when the scales tip towards
the positive then well-being can be experienced thus allowing for healthy functioning at a given moment in time.

Park (2004) identifies psychological well-being (subjective well-being) as a central component of a good life and optimal mental health. Subjective well-being consists of relatively high positive affect, relatively low negative affect, and the overall judgement that one’s life is good (life satisfaction). It is not just the absence of disease and illness that is necessary to obtain a state of well-being and as such focusing only on treatment and risk prevention models for programming is not sufficient to foster the development of well-being in children and youth. Subjective well-being considers the importance of and incorporates positive factors rather than just addressing the absence of negative factors (Park, 2004). Current theoretical perspectives suggest that happiness, life satisfaction, and contentment, which occur when one is experiencing well-being, can be experienced at the same time as stress and challenge (Park, 2004). When one has well-being and has developed appropriate and positive coping mechanisms then they are more likely to be able to deal with stressors and challenges without significant impact on their well-being. Well-being can act as a buffer against a spectrum of negative outcomes. Subjective well-being “serves not only as a key indicator of positive development but also as a broad spectrum enabling factor that promotes and maintains optimal health” (Park, 2004, p. 27). This means that a young person who reports experiencing a state of well-being is likely also experiencing positive development (Park, 2004).

2.6 Youth Development Programs

Youth programs are presented as one method or context which can foster well-being amongst participants and support positive youth development. Understanding the
relationship between the key developmental needs of young people and how youth development programs provide a context in which well-being can be experienced provides direction for future program development.

Youth development programs are an opportunity to provide youth with safe spaces, caring relationships, and challenging, skill building opportunities. These developmental assets may also be offered by family, peer groups, schools, and communities (Roth et al., 1998). Typically youth development programs are community-based rather than school-based (Roth et al., 1998). Out-of-school time may comprise up to 40% of a young person’s day, and this time is often unstructured or discretionary time. It is estimated that 60% of children in Canada are home without supervision (Boys and Girls Clubs of Canada, 2006), with no one monitoring their use of this discretionary time. Some youth may experience circumstances which result in poor use of this time and engaging in negative risk behaviours (Boys and Girls Clubs of Canada, 2008).

The goal of youth development programs is to provide opportunities and support for youth to gain competency and skills they will require as they experience late adolescence and transition into adulthood (Roth et al., 1998). Risk behaviours are targeted by helping youth to develop healthy lifestyles rather than using their discretionary time to engage in negative risk behaviours.

In the last two to three decades the paradigm shift in youth development has been to provide programs which support positive development rather than deter problem behaviours (Roth & Brooks-Gunn, 2003). There were several steps in this paradigm shift that ultimately led to this change in philosophy. The first shift occurred in the late 1970s when the focus on prevention rather than intervention occurred. A second shift occurred
in the late 1980s when there was a realization that focusing on a single problem behaviour was not sufficient but rather co-occurrant problem behaviours and common indicators of engaging in these behaviours needed to be acknowledged. This led to the understanding that the relationship between the individual and the environment needed to be further explored and understood (Catalano et al., 2004). The third shift brought a focus that promoted positive youth development rather than just prevention of problem behaviours (Catalano et al., 2004; Roth et al., 1998). The development of assets and competencies are needed for positive development and to prepare youth for the future (Roth et al., 1998). Positive development is defined as “the engagement in pro-social behaviours and avoidance of health-compromising and future-jeopardizing behaviours” (Roth et al., 1998, p. 426). From this perspective adolescent boredom, frustration, and alienation are not considered signs of psychopathology but may be signs of the absence of well-being, self-esteem, and general positive youth development (Kelley, 2003; Larson, 2000). Catalano and colleagues (2004) propose that positive youth development programs seek to meet one or more of the following objectives, a) promote bonding, b) foster resilience, c) promote social competence, d) promote emotional competence, e) promote cognitive competence, f) promote behavioural competence, g) promote moral competence, h) foster self-determination, i) foster spirituality, j) foster self-efficacy, k) foster clear and positive identity, l) foster belief in the future, m) provide recognition for positive behaviour, n) provide opportunities for pro-social involvement, and/or o) foster pro-social norms.

The relationship between lack of opportunity to engage in pro-social occupations and engagement in problem or risk behaviours needs to be more clearly understood. Although the youth development literature does not implicitly state that meaningful
occupations are necessary for positive youth development the engagement in skill
development and authentic activities is considered essential for positive youth
that a lack of engagement in occupations which support a positive life trajectory may lead
children and youth to develop or exhibit problem behaviours. Traditional models of
addressing youth problem behaviours assume that at-risk youth are missing some
essential internal or individual factors and that if the development of these factors can be
facilitated from an outside source then the young person’s dysfunctional tendencies can
be alleviated (Kelley, 2003). These models focus on the problem rather than the strengths
and capacities of the young person. Rather than considering the young person as a
potential contributor in society they are viewed as a potential threat that must be dealt
with (Damon, 2004; Roth & Brooks-Gunn, 2003; Roth et al., 1998). Pittman et al. (2003)
identify that the paradigm shifts from prevention, to positive development, to full
engagement is essential for the best effects on youth development. This means that youth
are actively invited to participate in developmentally appropriate pro-social occupations
and potentially in occupations which contribute to the well-being of the community rather
than being fixed by professionals who are protecting the community from the harmful
effects of at-risk youth.

Development occurs in a number of context so to be successful positive youth
development programs need to support development and engagement within and across a
number of domains namely, social/emotional, moral/spiritual, civic, vocational, physical,
cognitive, and personal/cultural. These developmental domains and the developmental
tasks which occur within each domain do not occur in isolation but rather are related to
and overlap with other tasks, and are at times dependent on other domains (Pittman et al., 2003). Creating opportunities for engagement in occupations which facilitate development in these domains is a critical component of positive youth development.

Positive youth development has been summarized as the 5Cs, (a) competence, (b) confidence or a positive self-identity, (c) connections to community, family, and peers, (d) character or positive values, integrity, and moral commitment, and (e) caring and compassion (Roth & Brooks-Gunn, 2003). Using the 5 C’s positive youth development programs need to meet the following criteria, (a) have broad developmental goals and address the 5 Cs, (b) last for at least a school year to create a supportive, empowering atmosphere, and (c) consist of activities that afford youth the opportunity to build their skills, engage in authentic activities, and broaden their worlds (Roth & Brooks-Gunn). If programs are providing engagement in challenging and skill building activities in safe environments with supportive adult role models then they are providing a context in which positive development can be fostered (Pittman et al., 2003).

The effect that positive youth development programs have on actual developmental change is unclear at this time. Given that many participants self-select into these programs there are a number of confounding variables which may be affecting the outcome of positive development. Those youth from higher socioeconomic status homes, with more supportive parents, and higher academic aspirations are more likely to access extra-curricular activities and community organizations. These variables predict positive outcomes. Investigators including those that control for confounding variables such as socioeconomic status and grade point average, find at least modest effects on positive development for those who participate in structured youth activities. These
effects are typically higher self-esteem, feelings of control over one’s life, lower rates of
delinquency, and higher educational aspirations and achievement. Despite the evidence
that structured activities produce positive effects, there is little information regarding the
processes or experiences that create this change in some programs but not others (Larson,
2000). Larson (2000) suggests that agency is a key concept to explain how structured
youth programs create positive developmental change. The experience of decision
making and responsibility, both of which are components of agency, in conjunction with
social integration and adoption of group norms may lead participants of such programs to
experience positive development. There is a natural progression from childhood activities
with group leaders (e.g. Brownies and Cubs) who develop and support the child in
completing the activities to more independent activities in adolescence such as student
councils which would have a staff advisor, in a supporting role (Larson, 2000).

Understanding the processes that occur in the vast array of youth activities is
vitally important to understanding what works and how to make the most significant
impact on the development of youth. Youth development programs must provide an
environment in which to build skills and capacities rather than just providing a place
where youth “hang-out.” (Nation et al., 2003; Roth & Brooks-Gunn, 2003). Recognizing
how participants in activities experience the various developmental opportunities, such as
goal setting, and developing plans can provide insight into how different activities
“intervene” in development (Larson, 2000). The Committee on Community Level
Programs for Youth in the United States makes three key program recommendations, a)
they should be based on a developmental framework that supports the acquisition of
personal and social assets through activities that promote current well-being and
successful transition into adulthood, b) communities should provide an ample array of program opportunities that appeal to and meet the needs of a diverse population of youth with specific attention paid to disadvantaged or underserviced youth, c) and programs should be monitored and evaluated locally for availability, accessibility, and quality (Eccles & Gootman, 2002). The programs must focus on helping youth to become healthy, happy, and productive by increasing the opportunities and supports available to them. Young people need three key things, a) access to safe places, b) challenging experiences, and c) caring people; all of which can be provided by youth development programs (Roth et al., 1998). Youth development programs, unlike programs which focus on fixing problem behaviours, focus on promoting normal development while providing ongoing support and challenging opportunities (Roth & Brooks-Gunn, 2003). Further, youth development programs should approach youth as resources to be developed rather than problems to be fixed (Roth et al., 1998).

In a review of sixteen youth development program evaluations from 1986 to 1996, evaluations with experimental or quasi-experimental designs were included (Roth et al., 1998). The programs targeted youth who were not already demonstrating problem behaviours (e.g. school drop outs). The programs were categorized into three groups, positive-behaviour focused competency/asset enhancing programs, problem-behaviour focused competency/asset enhancing programs, and resistance skills-based prevention programs.

There were six positive-behaviour focused competency/asset enhancing programs, namely, Big Brothers Big Sisters (BBBS), Quantum Opportunities Program (QUOP), Woodrock Inc., ADEPT Project, Los Angeles’s Better Educated Students for Tomorrow
(LA’s BEST), and South Baltimore Youth Centre. All of the evaluations measured pre-to post-test change in behavioural outcomes such as school performance skills or community involvement and psychological outcomes such as beliefs and attitudes about themselves and the future. Four of the evaluations also measured changes in risk-taking behaviours. A wide range of supports and opportunities were used to address the majority of components of youth development, including mentoring, skill development occupations, and tutoring. These programs all reported positive changes in youth attitudes and behaviours and enhanced competency through participation. In QUOP, positive effects were reported for high school graduation (63% for participants vs. 42% for non-participants) and post-secondary school attendance (42% for participants vs. 16% for non-participants). School attendance was found to be higher for participants in BBBS and the Woodrock program as compared to non-participants. Better relationships with parents and peers were reported in the evaluation of BBBS. Increased tolerance of people of other races was reported in the Woodrock evaluation. Further, participation in these programs reduced risk taking behaviours, including greater fertility control (24% of participants vs. 38% of participants in QUOP had children one year after the end of the program), reduced involvement with the criminal justice system (QUOP), decreased incidents of starting to use drugs or alcohol (46% and 27% respectively for participants in BBBS), and reduced engagement in violence (32% for participants in BBBS). One program evaluated the importance of a caring adult relationship and determined that these relationships can impact youth outcomes. Four of the evaluations that had participants who attended for at least one year indicated that potential cumulative effects were gained from prolonged participation.
The second group of youth development programs included those with a problem-behaviour focused competency/asset enhancing approach. These were, Across Ages, the Summer Training and Education Program (STEP), the Midwestern Prevention Program (MPP), Creating Lasting Connections (CLC), Louisiana State Youth Opportunities Unlimited (LSYOU), and the Portland Peer Project. All but one of the evaluations employed an experimental design and all measured pre- to post-test change in behavioural outcomes. The programs in this category used strategies to build competencies as method of helping youth to avoid specific problem behaviours such as alcohol or drug use, or dropping out of school. These programs were shown to create positive change in either attitudes or behaviours or both. In the Across Ages program the experimental group who received mentoring, scored significantly higher than the control group on 6 of 11 scales; attitudes toward school, future and elders, older people knowledge of elders, reactions to situations involving drug use, and community service. They also scored significantly higher than the other program group on the scales measuring attitudes toward school, future and elders, and older people. Participants in STEP and LSYOU, summer long dropout prevention programs showed gains in academic skills, including math and reading, immediately after the program, however this did not continue through the school year for STEP participants and it was not evaluated for LSYOU. Overall, the evaluated programs proved to be more successful at altering knowledge or attitudes rather than changing risk behaviours, as evidenced by the short term effects.

The third category of programs was identified as being resistance skills-based prevention focused. Evaluation in this group were completed on a number of Girls Inc. programs including Friendly PEERsuasion, Girls Inc. Growing Together, Will
Power/Won’t Power, Taking Care of Business, and Health Bridge, and Boys and Girls Club Skills Mastery and Resistance Training (Stay SMART). These programs were considered to be the most removed from the youth development framework. These were skill training focused programs, meaning the participants took part in a specified number of sessions and were provided training in the development of skills that would help them to avoid risk-taking behaviours. Only the evaluation of the Girls Inc. Friendly PEERsuasion program employed an experimental design. This program produced significant, but not large, reductions in the incidence of drinking amongst participants who already drank and delayed onset of drinking amongst participants who had not previously drank. It appeared that the more comprehensive and sustained programs resulted in better outcomes. Girls who participated in more of the Girls Inc. programs during a 2 year period were less than half as likely to become pregnant. The evaluation of the Stay SMART program was compromised by the high attrition rate, however, the authors reported a reduced use of marijuana, cigarettes, and alcohol among participants.

Roth and colleagues (1998) acknowledge that, at the time of this review, insufficient evaluative research had been conducted on programs which fit the relatively new youth development framework. Using the results of the reviewed evaluations and other key works in the field the authors proposed that successful youth programs must provide several key factors to create success within the program. First they must provide caring supportive adults who create community and work with youth for concrete, productive purposes, and view youth as resources rather than potential problems which supports building a place for youth. Second they must foster active participation and real challenges in the occupations provided, allowing youth to have choice and responsibility.
in all stages of the occupation from idea generation to implementation. Third, programs must adapt to the needs of the community and youth that they are serving while continuing to have high expectations and promoting positive social values.

More recently, Catalano et al. (2004) reviewed evaluations of positive youth development programs for youth between the ages of 6 to 20. There were 161 programs initially identified but those with a treatment focus were excluded. Only 25 programs met the criteria for inclusion in the review. The evaluations reviewed spanned from 1985 to 1999. The programs had to meet the criteria of experimental or quasi-experimental designs, an acceptable standard of statistical proof, adequate methodological detail, and produce evidence of effects on behavioural outcomes.

Eight programs were reviewed which targeted a single social domain; two in the community and six in the school setting. A further eight programs were reviewed which acted within two social domains. Seven were conducted in the family and school domains; one program acted within the school and community domains. Another nine programs spanned three domains, with seven addressing family, school, and community, one intervened across the family, church, and community domains and the final program focused on the school, workplace, and community domains. All of the programs addressed a minimum of five of the positive youth development constructs and the nine programs that spanned three social domains averaged ten constructs each per program. It is important to note that three constructs were addressed by all twenty-five programs: competence, self-efficacy, and pro-social norms. More than half of the programs also included opportunities for pro-social involvement, recognition for positive behaviour, and
bonding. Positive identity, self-determination, belief in the future, resiliency, and spirituality were also addressed by half of the programs.

The eight programs which occurred within a single domain included two in the community and six in school. Within the two community programs, which is the primary domain of interest for the current investigation, positive effects were reported in greater self-control, assertiveness, and healthy and adaptive coping in peer-pressure situations in one program (n=137) and positive effects in school attendance, parental relations, academic performance, peer emotional support, and reduced hitting, truancy, and lying for the other program (n=487 experimental group, n=472 control group). Both evaluations reported lower levels of substance abuse in the experimental group. The six programs which occurred in the school domain also reported significant changes in the children’s positive or problem behaviours, including better personal health-management attitudes and knowledge, better health practices, greater assertiveness, sociability, problem-solving, frustration tolerance, increased acceptance of pro-social norms having to do with substance abuse, increased interpersonal skills and decision making, higher capacity for managing one’s reactions and behaviour in social and emotional situations, greater self-efficacy with creating new solutions to problems, and increased empathy. Effects on problem behaviours included decreased cigarette smoking, improved attitudes and practices around substance use and abuse, decreased aggression and conflict behaviour.

Of the eight programs which combined two social domains one spanned the school and community domains and the other seven spanned the school and family domains. The program which occurred in the school and community domains was a
primarily school based intervention focusing on strategies in the school setting while providing community service opportunities. This program produced positive behavioural outcomes on school performance and reduced teen pregnancy (n=342 experimental group, n=353 control group). The seven other programs which spanned the school and family domains showed improvements in social acceptance by and collaboration with peers, improved communication with parents, greater self-efficacy around contraceptive practices, higher achievement and school attachment, increased social acceptance by involvement and cooperation with peers and problem-solving and creative solutions, improved cognitive competence and academic mastery, improvements in acceptance of authority, classroom atmosphere and focus, and appropriate expression of feelings. Prevention or reduction of problem behaviours occurred in alcohol and tobacco use, rates of frequency of delinquency or aggression, attitudes and practices around contraception or initiation or prevalence of sexual activity.

Family, school, and community domains were addressed by seven programs. Family, church, and community were addressed by one program, and school, workplace, and community were addressed by one program. The programs spanning the family, school, and community domains produced improvements in attitudes about older people, higher levels of community service, higher levels of social skills learning, school attendance, greater self-efficacy with respect to substance use refusal, higher reading grades and cognitive competence, race relations and perceptions of others from different cultural or ethnic groups. A positive change in attitudes and practices related to substance use, family interaction patterns and reduced levels of family conflict, rates of school suspension or drop-out, reduced aggression and violence related behaviours and/or
attitudes, reduced levels of cigarette, marijuana, and/or alcohol use was also reported. In
the family, church, and community domains based program (n=217), which addressed
fourteen positive youth development constructs, intervention youth were significantly
more likely to use community services as needed when personal or family problems
arose, to take more action based on the service contact, and to perceive that the action
accomplished something helpful. The program (n=88 experimental group, n=82 control
group) that spanned the school, workplace, and community domains addressed thirteen
positive youth development constructs and the intervention group had significantly higher
high school graduation rates, college or post-secondary attendance rates were higher, and
they received more honours and awards than did the control-group students.

Catalano and colleagues (2004) suggest that the findings of this review provide
evidence that promotion and prevention programs that address positive youth
development constructs can make a difference. Further they posit that these programs are
successful because they provide opportunity to strengthen social, emotional, behavioural,
cognitive, and moral competencies, build self-efficacy, develop and present clear
messages from family and community about expectations, increase healthy relationships,
expand opportunities and recognition, provide structure and consistency in program
delivery, and intervene for an extended period of time.

A youth development program can not be the lone source of positive influence.
Young people do not grow up in a program but in families, schools, and neighbourhoods,
and the individual interacts with these contexts (Lerner, Almerigi, et al., 2005; Lerner,
Lerner, et al., 2005). Improved outcomes for children and youth must be facilitated by
increasing the web of support within the context and the youth development framework
provides an approach which facilitates this interaction. Acknowledging the necessary experiences and supports for positive youth development and the identified characteristics of successful youth development programs is vital.

2.7 Rationale for Research

Exploring and understanding the inter-relatedness of occupation, well-being, and positive youth development can help guide the planning of future youth development programs and the successful continuation and evolution of programs already in existence. As the financial restrictions in the social services sector of the current times and the demand for evidence of success requires a more comprehensive examination of what is working and what is not, understanding this relationship will allow for program evaluations which go beyond statistics and into understanding the value of the experience for the young person.

The Occupational Therapy and Occupational Science domains place a strong emphasis on the importance of meaningful occupation in a meaningful context to the development and maintenance well-being. The youth development domain also recognizes the value of meaningful occupation as it relates to positive youth development and how well-being is a necessary condition one must experience in order for positive development to occur (Lerner, Lerner et al., 2005). The youth development literature (Larson, 2000; Lerner, Almerigi et al., 2005, Lerner, Lerner, et al., 2005; Roth & Brooks-Gunn, 2003; Roth et al., 1998) emphasizes the importance of skill developing activities, having a safe place to be, and relationships as essential needs to be met to accomplish positive development. These needs are similar to the occupational needs identified by Doble and Santha (2008). From both perspectives these needs must be met in order for
well-being to occur, and well-being is necessary for positive development to occur (Lerner, Lerner, et al., 2005; Park, 2004). At this time there is a gap in the literature as it relates to identifying how youth development programs use occupation and how this may set the stage for well-being to develop and be maintained.

One of the most significant things noted in the youth development literature is that young people need to be a part of the decision-making and implementation process of the programs that are offered (Larson, 2000; Roth & Brooks-Gunn, 2003; Roth et al., 1998). This kind of engagement is likely to allow the participants to choose occupations which are more culturally appropriate and which hold more meaning for them. It is the subjective experience or meaning which an individual attaches to an occupation that is most important to the role of the occupation in the development and maintenance of well-being (Doble & Santha, 2008; Law et al., 1998). Developing an understanding of the relationship between youth development programs which use occupation as the medium through which intervention occurs and how this might support the development and maintenance of well-being may help professionals to plan for the most effective interventions. Lerner, Lerner, and colleagues (2005) provide a framework with which to understand the importance of this relationship. They suggest that by facilitating well-being, which is a present state, youth can be placed on a positive life trajectory which can result in thriving in the future.
Chapter 3
Methodology

3.1 Scoping Review

A scoping review approach was employed in order to gather, summarize, and disseminate information regarding community youth development programs identified within the geographical boundaries of the KFL&A Health Unit. A scoping review is a form of literature review that is used to explore a broad topic of interest and map the area using a range of documents and artifacts (Arksey & O’Malley, 2005; Davis, Drey, & Gould, 2009). Scoping reviews have been used within a number of disciplines (Arksey, Corden, Glendinning, & Hirst, 2008; Craft, Cremin, Burnard, & Chappell, 2007; Hunter, 2008) using a wide variety of resources including but not limited to interviews, empirical research, internet sites, participant observation, photographs, and archived documents (Arksey et al., 2008; Craft et al., 2007; Hunter, 2008).

A scoping review is the mirror opposite of a systematic review, which rates the quality of the material reviewed as well as the source of the information. As a result only studies that meet strict inclusion criteria and have the highest level of evidence are included in a systematic review. The majority of research reviewed is usually quantitative in nature and primarily based on randomized control trials. This selectivity limits the sources of information, focusing on certain types of peer-reviewed journals (Arksey & O’Malley, 2005). Therefore a systematic review may be viewed as a myopic view of a given topic in which a vast array of information is excluded.

In contrast, a scoping review does not rate certain types of information over others, but promotes inclusiveness in the type of resources accessed for information
(Arksey & O’Malley, 2005; Davis et al., 2009). All relevant information from a breadth of sources is reviewed to provide a “scope” of the area under investigation. No conclusions are made about the quality of the information or the source of the material. The data are not synthesized to provide a definitive best practice guideline. Rather, the information is relayed as a summary of the area of investigation.

It was determined that a scoping review provided the best means to address the purpose of the current research. This form of review allowed the researcher to gather and analyze documents found on the internet and in the community and to use these documents to begin to understand the potential relationship between well-being and positive youth development. The documents included in the review were of varying levels of quality but within a scoping review the content of these documents are given the same value. As the purpose of this research was not to synthesize the results of other research but rather to begin to map the intent of occupation-based youth programs in supporting development and how well-being may be fostered by these programs and the potential relationship between well-being and positive youth development all program information was relevant for review.
3.2 Geographical Location

This scoping review identified programs directed to at-risk children and youth within the geographical boundaries of the Kingston, Frontenac, Lennox & Addington (KFL&A) Health Unit. This area is located in Southeastern Ontario and encompasses 6,449 square kilometers (Figure 1). It includes numerous communities of varying sizes ranging from an urban community of greater than 100,000 people, to small rural communities, and agricultural-based communities. The total population of this health unit according to the 2006 census was 184,407 with 54,805 persons age 0 to 24 years. Youth comprise 29.7% of the population with 8,740 being between 0-4 years of age, 9,565 being between 5-9 years of age, 11,550 being between 10-14 years of age, 12,230 being between 15-19 years of age, and 12,270 being between 20-24 years of age (Statistics Canada, 2006).

3.3 Population

The population of interest was “at-risk children and youth,” which is defined as a young person’s likelihood of experiencing distress and resultant poor outcomes in a variety of life situations such as health, academic achievement, and socioeconomic status (McWhirter et al., 1998). Those under the age of 25 are considered to be youth (Canadian Council on Social Development [CCSD], 2006). This review will primarily address youth age 5-18 years; those typically considered to be of school age and would be more likely to be attending programs without parents and that are not day care or pre-school settings.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Inclusion</th>
<th>Exclusion</th>
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<tbody>
<tr>
<td>Population of Interest</td>
<td>• provides service to at-risk children and youth age 5-24</td>
<td>• programs that are family focused</td>
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<tr>
<td></td>
<td>• programs that are family focused</td>
<td>• parenting programs</td>
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<tr>
<td>Occupation based program</td>
<td>• use of occupation as an integral part of the program</td>
<td>• lecture style programs</td>
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<tr>
<td></td>
<td>• organized or improvised occupations</td>
<td>• literature/information/brochure based programs</td>
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<tr>
<td></td>
<td>• sports, arts &amp; crafts, drama, music, play/games</td>
<td>• counseling focus</td>
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<td>• direct therapy</td>
</tr>
<tr>
<td>Setting and funding</td>
<td>• funded or subsidized through donation, community agencies, community service organizations, government, granting agencies, foundations</td>
<td>• programs for which caregivers must pay out of pocket for entire fee</td>
</tr>
<tr>
<td></td>
<td>• occurring at community agencies, in school before or after hours, churches, recreation centres</td>
<td>• during school hours</td>
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<td></td>
<td>• employment based</td>
<td>• general population summer camps</td>
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<td></td>
<td>• currently running</td>
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<tr>
<td>At-risk</td>
<td>• programs that provide services to either exclusively or as a part of the larger mandate to children and youth identified as being socially at-risk for negative life outcomes as identified in the background literature</td>
<td>Programs that offer services that focus exclusively on:</td>
</tr>
<tr>
<td>Geographical location</td>
<td>• programs offered within the geographical boundaries of the Kingston, Frontenac, Lennox &amp; Addington Health Unit</td>
<td>• youth currently incarcerated</td>
</tr>
<tr>
<td></td>
<td>• programs developed at the international, national, provincial, and local level, which are accessible to youth who reside in the geographical area described</td>
<td>• children and youth institutionalized</td>
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<tr>
<td></td>
<td>• youth with physical disabilities</td>
<td>• youth with diagnosed health issues</td>
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<td></td>
<td>• youth with early onset mental illness</td>
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<tr>
<td>Duration/Intensity</td>
<td>• regular drop in or organized programs</td>
<td>• short duration day camps</td>
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<td></td>
<td>• intensive camp programs, specifically overnight camps of one week or more</td>
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<td></td>
<td>• camps offered as part of a larger program</td>
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<tr>
<td>Language</td>
<td>• programs conducted in English and with documents in English</td>
<td></td>
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</tbody>
</table>
3.4 Programs

The programs included in the review were those that explicitly focused on at-risk youth or those that provided opportunities for at-risk youth, as a primary population, to participate as a result of location or funding assistance (Table 1). The inclusion and exclusion criteria are similar to that used by Roth and colleagues (1998) in their review of youth program outcomes and evaluations. The programs were offered in the community during out-of-school hours, either before or after school hours, or during school holidays. The programs were of sufficient duration and intensity to ensure that adequate effect was possible (Roth et al., 1998; Roth & Brooks-Gunn, 2003). Therefore, programs offered as summer day camps of short duration (i.e. week-long sessions) and short school holidays, such as professional development days were not included. Day camps that are offered through community supports or agencies that provide these camps as a part of a larger program were included.

Mentoring programs that occurred in the community and that appeared to provide regular interaction with a supportive adult outside the family unit and engagement in meaningful and skill building activities were also included for review. Programs that were created and offered at the international, national, provincial, and local levels were reviewed.

All programs identified in the geographical area were assigned to one of three categories. These were; 1) included programs, those that focus on at-risk youth and are occupationally-based, 2) programs or agencies which provide funding for participation in pro-social occupation, and 3) those that provide opportunities for at-risk youth to
participate with financial assistance, are occupationally-based, but do not primarily focus on this population (Table 2). The programs in Category 1 underwent a document review.

3.5 Search and Retrieval Process

The search and retrieval strategy was conducted in the manner outlined below to provide transparency in order to ensure methodological rigour (Arksey & O’Malley, 2005; Harrison et al., 2007). This strategy guided the step by step search process for relevant programs, documents, and research literature. The Population-Intervention-Context-Outcome (PICO) template (Stone, 2002) was used to begin to design the search process. The population (P) is at risk children and youth age 5-24 years. The intervention (I) is occupation/activity-based out-of-school youth development programs. The context (C) is community, camp, and non-school hour settings. The outcome (O) is program assessment and program evaluation for effectiveness in supporting the development of well-being and as a result positive outcomes for the target population. Two distinct stages of document search and gathering occurred.

3.5.1 Stage One

Stage 1 included identifying programs for children and youth in the geographical boundaries of the KFL&A Health Unit. The principal researcher met with two experienced library scientists to assist in identifying the search strategy, both internet based and through community resources that would be most effective in locating youth development programs. It was determined that an internet search would most likely provide the information being sought. This stage of information gathering involved the following steps:
Table 2: Community Programs Identified within KFL&A Organized in Categories

<table>
<thead>
<tr>
<th>Category 1: Programs included in the review</th>
<th>Category 2: Programs which provide funding for participation in pro-social occupations</th>
<th>Category 3: Programs which provide opportunity to at-risk youth, but this population is not the primary focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and Girls Club</td>
<td>Positive Recreation Opportunities for Kids (PROKids) Kingston</td>
<td>Federal Public Sector Youth Internship Program</td>
</tr>
<tr>
<td>Big Brothers Big Sisters</td>
<td>Canadian Tire Jump Start</td>
<td>YMCA Kingston – RKY Camp</td>
</tr>
<tr>
<td>Camp Outlook</td>
<td>Tim Horton’s Children’s Foundation TimBit Minor Sports</td>
<td>YMCA Kingston – general programming</td>
</tr>
<tr>
<td>Outward Bound</td>
<td>Service Canada Youth Employment Strategy – Skills Link</td>
<td>AFS Intercultural Canada – Exchange Program</td>
</tr>
<tr>
<td>Tim Horton’s Children’s Foundation Camp</td>
<td>Kidsport Great Napanee</td>
<td>Queen’s University ASUS Summer Day Camp</td>
</tr>
<tr>
<td>Children’s Aid Society of Kingston and County of Frontenac – Special Friends and Summer Buddy Program</td>
<td>Kingston Economic Development Corporation Summer Company Program</td>
<td>Cadets Canada</td>
</tr>
<tr>
<td>Youth Diversion Program – CHANCE Mentoring</td>
<td>Rotary Club</td>
<td>Scouts Canada</td>
</tr>
<tr>
<td>Girls Inc</td>
<td></td>
<td>4-H</td>
</tr>
<tr>
<td>Katarokwi Native Friendship Centre – Akwe:Go and Aboriginal Youth Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Only programs in Category 1 met the inclusion criteria for the review*
Program Identification:

a) On-line search

i) Programs already known to the researcher were identified and searched on-line. The web sites for the local chapter of the program and the parent program were explored for information describing the program, mission statements, and program histories, all of which were read and coded for relevant information used to address the purpose of the scoping study. Only the information that was easily accessible to the public via these organization websites was included for review in this stage of the study.

ii) Municipal web sites were searched for links to community service organizations and municipally run youth programs.

iii) Provincial government web sites were searched for links to relevant Ministries, Departments, and Programs (i.e., Ministry of Children and Youth Services, Youth Employment and Entrepreneurship, Youth Diversion Programs). Subsequently these sites were searched for programs that met the inclusion criteria. Information provided on the web sites for programs and services during this search was reviewed to determine if the program met the inclusion criteria.

iv) Federal government web sites were searched for links to relevant Ministries, departments, and programs (i.e., Department of Indian and Northern Affairs, Department of Justice, Youth Employment Strategies Program). Subsequently these sites were searched for programs that met the inclusion
criteria. Information provided on the websites for programs and services during this search was reviewed to determine if the program met the inclusion criteria.

b) Other community resources/publications were used to identify programs that met the inclusion criteria. ‘Where to Turn Kingston’, a web site listing community organizations produced by Volunteer Kingston was searched using keywords identified on the site. The KFL&A Health Unit web site was reviewed and the researcher attended the office to hand search for any hardcopy information provided about local programs targeted to children and youth.

c) Print documents located in the community were collected for review. These included flyers, brochures, and newsletters.

d) Reference lists from program documents located during the search were hand-searched for links to other relevant programs or information documents.

e) If necessary, community organizations were contacted to clarify the target population of the program and to determine which programs were conducted by local chapters rather than the parent organization.

f) Through consultation with the candidate’s research advisory committee it was determined that popular media reports would not be included as sources of review because the sources would be too numerous and the information could potentially be biased by the reporting source.
3.5.2 Stage Two

Stage 2 of the search and retrieval process involved a search of peer-reviewed research literature. Specifically evaluations of programs included in this review were sought. The research did not have to be conducted at the local chapter may have been conducted within an affiliated program (parent or brother/sister program in another location) but was required to address some aspect of the programs that are available at the local chapter. These evaluations/outcome studies were used to gather information about the potential efficacy of these programs because given the reported paucity of such research it was unlikely that local chapters had undergone or participated in such research.

The following steps were completed to ensure that a comprehensive search of the relevant literature was completed. Working with an experienced library scientist, search terms were identified and tested. The PICO template (Stone, 2002) and initial list of search terms was generated in conjunction with the library scientist. The list was subsequently narrowed to remove items that were less relevant to the research topic. The search strategy used by Roth and colleagues (1998) was used as a framework to assist in identifying the most relevant keywords and search terms. These search terms were used in a Scholar’s Portal Search ™ which included the following databases:

- CINHAL
- PsychInfo
- Sociological Abstracts
- Sociology @ Scholars Portal
- EMBase
- ERIC
These databases had been identified by Roth and colleagues (1998) as being among the most relevant to the youth development literature.

The steps for the peer-reviewed literature search were as follows:

a) The initial peer-reviewed search was conducted using the names of the programs identified in stage one of the data collection process as being offered within the geographical boundaries of the KFL&A Public Health Unit. These program names were also entered into Google Scholar to expand the search. A total of 8 citations were recovered and reviewed for relevance.

b) The databases were then searched for all programs which served children, adolescents, and youth. These citations were then narrowed by using the terms youth development, and positive youth development. A third set of terms continued to narrow the items to those that were program based, these included prevention, intervention, and programs. Finally, the citations were further focused by combining the previous search to the term evaluation. In total 270 citations were recovered and reviewed for relevance.

c) The titles of articles located in the previous two steps were reviewed and if they appeared relevant then the abstract was reviewed. Articles that continued to appear relevant were then collected for complete reading. At this stage, 10 peer-reviewed articles were deemed to be relevant for a first complete reading (Appendix A). After the first reading, 6 articles that proved relevant to this scoping review were re-read and relevant information was extracted.
d) The reference lists of relevant articles were hand-searched to identify titles of other articles cited that may be relevant to this scoping review. The abstracts of articles identified as potentially relevant based on title were then reviewed and at this time no further articles were deemed to be relevant to this scoping review.

e) A hand search of relevant journals from 2000 to present was conducted. The following journals were hand-searched:

i) New Directions for Youth Development (from 2002 to May 2009)


iii) Journal of Early Adolescence (from 2000 to May 2009)

The table of contents of each issue published within the identified time period was searched for article titles that appeared relevant to this scoping review. The abstracts of these articles were then reviewed. No new relevant articles were located using this method.

f) Programs identified in Stage 1 for review were contacted and asked if their organization had completed any recent program evaluation or outcome measures documents. The researcher then requested access to these documents for review. No local programs were able to provide evaluation documentation because either no evaluations were conducted or the outcome measure documents were not available in a format which could be shared with the public.

Given that no further peer-reviewed articles or program-run evaluations were available, it was determined that the document search was completed and that the documents gathered were representative of the information currently available in this research area.
These two stages provided for an extensive information search although not all possible program information or peer-reviewed evaluations may have been located. However, this is acceptable for a scoping review (Arksey & O’Malley, 2005; Davis et al., 2009).

3.6 Data Extraction

All publically accessible internet and print documents were analyzed and data were extracted using the templates in Table 3. The use of these templates allowed for the organization of key words and phrases into meaningful groups of information (Badger, Nurtsen, Williams, Woodward, 2000; Harrison et al., 2007). Documents collected and analyzed included those from local and associated parent organizations (if applicable) (Appendix B). In Stage 1 of data collection information about the program target population and mission and goal statements was collected. Further analysis of documents allowed for the identification key phrases related to the components of well-being. Physical health, mental health, self-esteem, belonging, security, self determination, and meaningful occupation were determined to be essential components of well-being based on the definition by Hammel (2007). Each program website and printed documents was reviewed to locate applicable information relating to goals, mission statements, purpose, and program activities. This information was then printed and read in full by the principal researcher. A second reading of each document was then done by the principal researcher making notations about keywords and phrases and to identify to which component(s) of well-being the information was related. This was done using a colour coding system with a colour being assigned to each component of well-being. The
Table 3: Data Extraction Templates

Stage 1: Program Description

<table>
<thead>
<tr>
<th>Program</th>
<th>Occupation</th>
<th>Population</th>
<th>Identified Goals/Mission/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 1: Well-Being

<table>
<thead>
<tr>
<th>Components of Well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
</tr>
</tbody>
</table>
| *removed as a distinct component as no unique key phrases related to this component

Stage 2: Peer-Reviewed Literature

<table>
<thead>
<tr>
<th>Citation</th>
<th>Program Objectives of research</th>
<th>Population and setting</th>
<th>Outcome Measure/how data was obtained</th>
<th>Reported Outcomes/findings</th>
</tr>
</thead>
</table>
documents were then reviewed again and the key words and phrases were reviewed for appropriateness of categorization and recorded into the components of well-being in the data extraction table. In some instances the principal researcher changed how the information was categorized during this third reading or determined that the information was related to more than one category.

The key words and phrases within each component of well-being were then reviewed, considering the information from all the programs, and common themes were identified. A theme had to relate to more than one program. These themes and the key words and phrases comprising the themes were then reviewed by both the principal investigator and research supervisor. At this time some themes were collapsed or re-named. In order to avoid making assumptions about what the program was addressing only statements drawn directly from the documents were considered. The principal investigator discussed the reasoning behind the categorization to ensure that the information related to well-being that was actually stated within the documents and not biased by personal assumptions. As a result Mental Health was removed as a category for analysis upon the agreement of the principal investigator and supervisor as there was insufficient information directly relating to this area across programs and information which was categorized under mental health was able to be categorized more directly within other components.

During Stage 2 information from all articles located during the database search, hand search, and provided by the programs was entered into the data extraction table. Relevant information during this stage was focused on assessments of the effectiveness of
the program or components of program delivery. Information about how the assessment related to the components of well-being was noted.
Chapter 4

Results

4.1 Program Mission/Goals

A summary of the nine programs located within the boundaries of the KFL&A Public Health Unit which met the inclusion criteria is provided in Table 4. All programs identified at risk children and youth as the target population within web site documents and printed materials. Eight of the nine programs provided mission or goal statements; the only program without a statement was the CAS. The key phrases related to intended outcomes or purpose were identified and extracted from these statements. Similar key phrases were then grouped together into four common themes (Appendix C). Each of the themes was identified by multiple programs. As a result of this process four common program goals were identified and are listed in Table 5. These were: a) developing confidence/worth, which was identified in five programs, b) providing safe supportive environments/relationships, which was identified in 5 programs, c) skill development, which was identified in 5 programs, and d) positive future outlook/place in the world, which was identified in 4 programs.

Key phrases related to the goal of developing confidence/worth were located in the program documents for the Boys and Girls Club (2009), Outward Bound (2009), and Tim Horton’s Children’s Foundation Camp (2008). Some of the programs included the word confidence and the development of confidence directly in the mission/goal statements.
Table 4: Programs Identified for Review, Population of Interest and Mission/Goal Statements

<table>
<thead>
<tr>
<th>Occupation Based Programs for At-Risk Youth</th>
<th>Population</th>
<th>Mission/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and Girls Club of Kingston &amp; Area (BGC)</td>
<td>Vulnerable youth who may have limited opportunities. Children and youth 4-18 years of age.</td>
<td>Mission Statement – to provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships and develop confidence and life skills.</td>
</tr>
<tr>
<td>Big Brothers &amp; Big Sisters of Kingston, Frontenac, Lennox &amp; Addington (BB/BS)</td>
<td>Children in need Children from single parent homes Ages 6-16</td>
<td>To provide caring adult support to children in need. “Every child in Canada who needs a Mentor, has a Mentor.”</td>
</tr>
<tr>
<td>Camp Outlook (CO)</td>
<td>At-risk and underprivileged youth for the Kingston area age 13 - 17</td>
<td>To encourage youth to realize their worth as individuals, their abilities and their potential to achieve</td>
</tr>
<tr>
<td>Outward Bound Community Programs – Youth Asset Building Adventure – Ontario (OB)</td>
<td>At-risk youth and those involved with the justice system</td>
<td>Asset building is all about learning new skills that help youth to be happier, more confident and successful people</td>
</tr>
<tr>
<td>Tim Horton’s Children’s Foundation Camp, Youth Leadership, Outside Looking In (THCFC)</td>
<td>Children age 9-12 from economically disadvantaged homes Previous residential campers between the ages of 13-17 First Nation youth</td>
<td>To provide opportunity to 1) develop into positive contributing members of their community, 2) gain confidence in their abilities, 3) experience pride in their accomplishments as they succeed in attaining their goals, 4) gain a positive view of this world and their future in it.</td>
</tr>
<tr>
<td>Children’s Aid Society of Kingston &amp; County of Frontenac – Special Friends &amp; Summer Buddy Program (CAS)</td>
<td>Children involved with the CAS</td>
<td></td>
</tr>
</tbody>
</table>

52
Table 4: Programs Identified for Review, Population of Interest, and Mission/Goal Statements (continued)

<table>
<thead>
<tr>
<th>Occupation Based Programs for At-Risk Youth</th>
<th>Population</th>
<th>Goal/Purpose/Mission/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Diversion Program – Community Helping Adolescents Cope Effectively (CHANCE) Mentoring (YD)</td>
<td>At-risk or delinquent youth</td>
<td>Mission – to deliver quality programs to assist youth to make positive changes in their lives and at the same time to take responsibility for their actions. Mentoring Goals – establish a relationship based on mutual respect and trust, provide opportunities and positive experiences through which youth can explore interests and activities that are pro-social, achieve the youth’s specific goals established by the referring agent and the program coordinator, and model positive behaviours to the youth.</td>
</tr>
<tr>
<td>Girls Incorporated of Limestone, Algonquin &amp; Lakeshore (GI)</td>
<td>All girls, most often girls from low-income areas. Girls ages 6 to 18.</td>
<td>Mission – Inspiring all girls to be strong, smart and bold. Service Mandate – Committed to inspiring all girls to be strong, smart, and bold by promoting their emotional, physical, and social well-being through the friendship and guidance of responsible, mature, and caring women. Dedicated to providing long-term, prevention-based education to members.</td>
</tr>
<tr>
<td>Katarokwi Native Friendship Centre – Akwe:Go, Aboriginal Youth Program (UMAYC) (KNFC)</td>
<td>High risk urban aboriginal youth 7-12. Youth 15-24.</td>
<td>To provide urban Aboriginal youth with the support, tools, and healthy activities which will build and foster their inherent ability to make healthy choices. Designed to improve the lives of urban Aboriginal children through the delivery of culturally appropriate programmes and services. To provide service to youth 15 to 24 years of age in an aboriginal setting to promote enhancement of their economic, social, and personal prospects.</td>
</tr>
</tbody>
</table>
### Table 5: Summary of the Four Common Goals Identified in the Mission/Goal Statement of the Program Documents

<table>
<thead>
<tr>
<th>Program</th>
<th>Develop Confidence/Worth</th>
<th>Safe Supportive Environment/Relationships</th>
<th>Skill Development</th>
<th>Positive Future Outlook/Place in the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGC</td>
<td>✓ 2</td>
<td>✓ 2</td>
<td>✓ 2</td>
<td></td>
</tr>
<tr>
<td>BBBS</td>
<td>✓ 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td>✓ 2</td>
<td></td>
<td></td>
<td>✓ 1</td>
</tr>
<tr>
<td>OB</td>
<td>✓ 2</td>
<td></td>
<td>✓ 2</td>
<td></td>
</tr>
<tr>
<td>THCFC</td>
<td>✓ 2</td>
<td></td>
<td></td>
<td>✓ 2</td>
</tr>
<tr>
<td>CAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YD</td>
<td>✓ 1</td>
<td>✓ 2</td>
<td>✓ 1</td>
<td>✓ 1</td>
</tr>
<tr>
<td>GI</td>
<td>✓ 1</td>
<td>✓ 1</td>
<td></td>
<td>✓ 1</td>
</tr>
<tr>
<td>KNFC</td>
<td></td>
<td>✓ 2</td>
<td>✓ 2</td>
<td></td>
</tr>
<tr>
<td>Total Programs</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total Statements</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

✓ Indicates that the program mission/goal statements included at least one key phrase which related to this goal. The number of key phrases within the program mission/goal statement is also noted in the table. Total programs and total number of key phrases related to a goal are summed at the bottom of the table.
Key phrases also referred to the experience of success and youth realizing their abilities, using phrases such as, “encourage youth to realize .... their abilities and their potential to achieve” (Camp Outlook [CO], 2009), and “experience pride in their accomplishments as they succeed in attaining their goals” (THCFC, 2008), and “encourage youth to realize their worth as individuals” (CO, 2009).

The goal of safe supportive environments/relationships was related to key phrases in the documents of five programs. This goal included the physical environments and relationships, especially those with a caring adult outside the family unit. The BGC (2009) directly referred to a safe supportive environment in the mission/goal statements while the importance of positive and supportive relationships, especially with an adult outside the family unit, was mentioned within five programs.

The goal of skill development was identified by five programs. Skill development ranged from learning life skills (BGC, 2009) to having new opportunities to explore activities (OB, 2009). Youth Diversion (YD, 2009) referred specifically to the opportunity to explore activities and interests that are pro-social.

The final goal which was addressed by the programs was that of developing a positive future outlook and understanding one’s place in the world. This goal was related to key phrases from four programs. The THCFC (2008) mission statements made specific reference to providing participants with opportunities to develop into contributing members of society and having a positive view of the world and their future in it. Related to this was the concept of taking responsibility for one’s own actions (YD, 2009).
Recognizing potential and promoting well-being were also included within this goal (CO, 2009; GI, 2009).

4.2 Well-being

The types of occupations used in each of the programs and the components of well-being addressed by each program are listed in Table 6. The programs primarily used recreation, social activities, and skill building occupations. Recreational activities included sports, crafts, and physically challenging activities. Social activities consisted of both organized group activities, such as those at the Katarokwi Native Friendship Centre (n.d.), and informal activities such as spending time together which is typical of mentoring programs. Skill building activities were a major focus of four programs which identified vocational and educational activities being offered by the program. A unique example of a skill building occupation was the LINKS Catering program at the Boys and Girls Club (2009), which is a catering company that can be contracted for public events. The young people who attend the BGC can participate and learn culinary skills, such as menu planning and cooking, and business management skills (BGC, 2009). Outward Bound (2009), THCFC (2008), and CO (2009) use “challenge” occupations such as, ropes courses, overnight camping, and backcountry canoe/camping trips. These programs were reportedly designed to ensure that participation and engagement were directly related to the success of the trip or activity (OB, 2009). The success of these experiences was reported in the program documents to be directly related to the level of engagement of the participants, providing them an opportunity to learn to work within the group and understand how their actions affect the group as a whole (OB, 2009). Leadership activities were also used by three programs (GI, 2009; KNFC, n.d.; THCFC, 2008).
### Table 6: The Occupations Used and the Components of Well-being Addressed by the Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Occupation</th>
<th>Physical Health</th>
<th>Self Esteem</th>
<th>Belonging</th>
<th>Security</th>
<th>Self Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and Girls Club</td>
<td>sports, arts, camps, LINKS catering, volunteering</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Big Brothers/Big Sisters</td>
<td>social and recreational activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Camp Outlook</td>
<td>wilderness camping and canoe trips</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Outward Bound</td>
<td>wilderness camping, survival skills community service</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tim Horton’s Children’s Foundation</td>
<td>overnight camping, creative play and exercise, challenging physical activities such as ropes courses, rock climbing, campouts, and canoe trips</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Aid Society</td>
<td>recreation and social outings</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Youth Diversion</td>
<td>social, recreational, and educational activities</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Girls Inc</td>
<td>social and recreational activities, vocational training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Katarokwi Native Friendship Centre</td>
<td>recreational activities, sport, social activities, employment, education, training, volunteering, leadership opportunities, homework program, cultural activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*X* indicates that the program documentation contained at least one key phrase which related to the component of well-being. The occupations used as a means of intervention by the program are indicated above.
All of the programs reviewed had key phrases in their program documents that were related to at least two of the components of well-being. The component of Belonging was addressed by all of the programs. Key phrases related to Physical Health, Self-esteem and Self Determination were identified in an equal number of programs (eight each). Security was least often addressed by the programs, with only five programs having associated key phrases identified within their documents.

The relative emphasis that each of the programs appeared to place on the components of well-being and the themes within each component are demonstrated in Table 7. Each unique key phrase was entered as an occurrence in the data collection to display the relative emphasis that a program appeared to place on that component and each theme therein. Comparisons across programs cannot be made due to the differences in the volume of information available for each program. The Boys and Girls Club (2009), OB (2009), GI (2009), and the KNFC (n.d.) had key phrases within the program documents which were associated with all components of well-being within the program literature. Belonging was addressed by all programs and Self-esteem and Self Determination were addressed by all but the Children’s Aid Society (2009) programs. The themes within each component of well-being were created if at least two programs had similar key phrases or concepts within the program documents (Appendix D).

4.2.1 Physical Health

The component of Physical Health consisted of two themes; participation and healthy lifestyle. Participation was discussed in the documents for all programs except
Table 7: Components of Well-being with Related Themes

<table>
<thead>
<tr>
<th>Program</th>
<th>Physical Health</th>
<th>Self-esteem</th>
<th>Belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Healthy Lifestyle</td>
<td>Participation</td>
<td>View of self</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>+ + +</td>
<td>+ +</td>
<td>+</td>
</tr>
<tr>
<td>Big Brothers/Big Sisters</td>
<td>+ +</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Camp Outlook</td>
<td>+</td>
<td>+</td>
<td>+ + +</td>
</tr>
<tr>
<td>Outward Bound</td>
<td>+</td>
<td>+ + +</td>
<td>+ + +</td>
</tr>
<tr>
<td>Tim Horton’s Children’s Foundation Camp</td>
<td>+ + + + + +</td>
<td>+ + +</td>
<td>+</td>
</tr>
<tr>
<td>Children’s Aid Society</td>
<td>+</td>
<td>+ + +</td>
<td>+ + + + + +</td>
</tr>
<tr>
<td>Youth Diversion</td>
<td>+</td>
<td>+ + + + + + +</td>
<td>+</td>
</tr>
<tr>
<td>Girls Inc</td>
<td>+ + +</td>
<td>+ + +</td>
<td>+ + + + +</td>
</tr>
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<td>Katarokwi Native Friendship Centre</td>
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+ indicates the number of unique key phrases within program documentation which fit the theme. Comparison of the number of “+” within a program indicates the relative emphasis that the program appeared to place on that component/theme. Comparison between programs is not valid due to differences in the volume of information per program.
Table 7: Components of Well-being with Related Themes (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Security</th>
<th>Self Determination</th>
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<tr>
<td></td>
<td>Personal</td>
<td>Economic</td>
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<tr>
<td>Boys and Girls Club</td>
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<td>Big Brothers/Big Sisters</td>
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<td>Camp Outlook</td>
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<td>Outward Bound</td>
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<tr>
<td>Tim Horton’s Children’s Foundation Camp</td>
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<td>Children’s Aid Society</td>
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<td>Youth Diversion</td>
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<tr>
<td>Girls Inc</td>
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<td>Katarokwi Native Friendship Centre</td>
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</table>

+ indicates the number of unique key phrases within program documentation which fit the theme. Comparison of the number of “+” within a program indicates the relative emphasis that the program appeared to place on that component/theme. Comparison between programs is not valid due to differences in the volume of information per program.
YD (2009). A participatory theme was not surprising since the programs chosen for inclusion in this review used occupation as a means of intervention. The participation theme was identified through statements which described the occupations occurring within the programs. The use of engagement in physically challenging activities and creating an environment which supported success in those activities was a significant part of the camp style programs such as CO (2009), OB (2009), and THCFC (2008).

The theme of healthy lifestyle was expressed by six of the programs and with statements regarding understanding the value of a healthy lifestyle, making healthy lifestyle choices, and modeling of healthy lifestyle by the adults with whom the youth interacted in the programs. This theme was both present and future focused. Engaging in activity in the present was exemplified by the phrase “challenged ... physically and discover through the process they are capable of much more than they believed possible” (OB, 2009). Living a healthy lifestyle in the present was demonstrated through statements such as, “experience the benefits of healthy risk taking” (GI, 2009), and “foster their inherent ability to make healthy choices” (KNFC, n.d.). Programs also identified engagement in future meaningful and socially acceptable occupations and healthy lifestyle as important as indicated by, “exposed to many new ideas, concepts, tools, strategies, and learning styles to help promote healthy lifestyle” (OB, 2009), “develop appreciation of benefits of active, healthy lifestyle and physical activity” (BBBS, 2004), and “learn about the positive connection between physical activity and health related fitness” (GI, 2009). Statements of “promoting emotional, physical, and
indicated that GI and CO also wished to foster a holistic sense of well-being.

4.2.2 Self-esteem

Self-esteem was addressed by eight of the nine programs. The two identified themes were view of self and succeeding at new things/skill development. All eight programs had key phrases in the documentation that addressed a component related to self-esteem with statements that indicated a focus on the participant’s view of self. Many of the comments related to developing self-confidence, for example “gain confidence” (OB, 2009), “build a sense of self-confidence and a pride in their accomplishments” (THCFC, 2008), and “have the right to have confidence in themselves” (GI, 2009). Within the GI (2009) documents there was specific reference to acceptance of self, “have the right to accept and appreciate their own bodies” and “promote healthy self esteem and body image in girls.”

The second identified theme was succeeding at new things/skill development. Skill development ranged from learning life skills as identified by BGC (2009) to engaging in particularly physically challenging wilderness activities to which this population may never have been exposed or were unlikely to be exposed. Outward Bound (2009) and CO (2009) used backcountry canoeing and camping and wilderness survival to challenge the expectations and assumptions that the participants had about themselves. Statements in this regard included, “opportunity to discover their strengths and capabilities” (OB, 2009) and “challenging and character building” (CO, 2009). The Tim Horton’s Children’s Foundation Camp also used challenging activities such as
rope courses and canoe trips to, “develop new found strengths and skills” (THCFC, 2008). The theme of skill development/succeeding at new things focused on how the experience could affect the young person in the present, i.e., “opportunity to discover their strengths and capabilities” (OB, 2009) and in the future, i.e., “take with them the strengths and skills they have developed at camp to help better themselves and improve their community” (THCFC, 2008).

4.2.3 Belonging

Belonging appeared to be the cornerstone of youth development programs and statements that were directly related to this component of well-being were found in all of the program literature. Three themes were identified within this component; safe supportive environment, relationships/safe adult relationships, and citizenship. Providing a safe and supportive environment was directly addressed by only three of the programs, THCFC, BGC, and OB, with statements such as, “a total team concept and empower all people to grow” (THCFC, 2008), “a safe and supportive place where every child is listened to and valued in an environment of inclusion and acceptance” (BGC, 2009), and “provide a supportive environment in which students are challenged” (OB, 2009).

The relationship theme consisted of having both positive relationships (most often with a supportive adult outside the family) and the skills to work within a group or team to develop positive relationships. Programs such as BBBS (2004), GI (2009), Youth Diversion (2009), and the CAS (2009) specifically focused on guidance from an adult. The relationship in these types of programs focused on 1:1 relationships and the safe supportive adult who was able to model life skills for the young person. Statements with
respect to this theme included, “committed caring Big who has the ability to provide positive guidance and support to a Little” (BBBS, 2004), “1:1 relationship with a child” (CAS, 2009), “positive role model” (CAS, 2009), “establish a relationship on mutual respect and trust” (YD, 2009), “volunteers are expected to act as role models, mentors, and advocates” (YD, 2009), “high quality mentoring programs, tailored to provide long-term support to girls with complex needs” (GI, 2009), and “promote social well-being through the friendship and guidance of responsible mature, and caring women” (GI, 2009). Other programs also used supportive adult relationships as a means to engage the youth but placed a specific emphasis on working within the group to achieve a goal. These programs used statements such as, “work as a team” (OB, 2009) and “teamwork and friendship – accepting people’s differences, making new friends, and working together in a positive environment” (THCFC, 2008).

Citizenship appeared to have a significant role in the programs. Seven of the nine programs placed some degree of emphasis on the young person’s role in the community and the contributions they could make within their community. Descriptors within the program documents included, “much time is dedicated to examining how personal choices affect life in a small group or community” (OB, 2009), “course curriculum transfers this more expansive thinking back to how they relate to their families, communities, and lives beyond the course” (OB, 2009), “develop into positive and contributing members of their community” (THCFC, 2008), “sense of social responsibility” (BGC, 2009), and “increases girls’ and women’s awareness of
themselves as community resources, trustees of the common good, and leaders in their own right” (GI, 2009).

Within the theme of citizenship there was also a focus on leadership skills and community development work. Three programs placed some emphasis directly on leadership and providing leadership opportunities with statements of, “youth leadership opportunities” (KNFC, n.d.), “heritage of girls and women as leaders” (GI, 2009), and “responsible leadership – setting a good example for others, being a positive influence and helping to solve problems” (THCFC, 2008). Community development projects and volunteering were parts of the program for OB (2009), GI (2009), and the KNFC (n.d.) as evidenced by, “girls join in partnership with women leaders in their community to develop and practice leadership and advocacy skills and construct community action projects” (GI, 2009), “one day community service project in the surrounding community” (OB, 2009), and “community involvement through volunteering and participation” (KNFC, n.d.).

Teamwork and living within the small community of the program were identified by CO (2009), OB (2009), and THCFC (2008) as important components of the program which contribute to the theme of citizenship. This contention was supported by the statements, “teamwork and cooperation allow the trip to run smoothly” (CO, 2009), “much time is dedicated to examining how personal choices affect life in a small group or community” (OB, 2009), and “total team concept and empower all people to grow” (THCFC, 2008).
4.2.4 Security

Security included personal security and economic security components. The Boys and Girls Club (2009) and OB (2009) addressed physical security by providing physical safety in the program when the participants were engaging in risk taking and challenging occupations as indicated by, “safe and supportive place” (BGC, 2009) and “safety protocols in all programs ensure risk is more perceived than real” (OB, 2009). Outward Bound (2009), YD (2009), and GI (2009) also considered the safety of participants outside the program, in the environments in which they lived and their personal safety in that environment. Statements which supported this theme included, “instructors set a disciplined, sensitive, and supportive example, guiding students to achieve their goals through responsible choices, even in the face of peer pressure” (OB, 2009), “to assist them to deal with their day to day reality” (YD, 2009), and “right to be safe in the world” (GI, 2009).

An emphasis was placed on economic security by GI (2009) and the KNFC (n.d.). Activities that provided skills to be financially independent and secure in adulthood were clearly outlined by these programs. The Girls Inc (2009) documents contained five statements related to this theme, e.g., “provide girls with the skills and self-confidence they need to contribute to the economy and make strong, smart, and bold decisions about their financial future.” Katarokwi Native Friendship Centre (n.d.) documents contained two statement related to this theme, with “promote enhancement of their...economic prospects and placed an emphasis on employment, education, and training supports” an example of those statements.
4.2.5 Self Determination

Self Determination was the final component of well-being that was examined and eight of the nine programs contained related statements in the program documents. Within this component four themes were identified; skill development, positive future outlook, choices, and self-reliance. Six of the programs had key phrases in the program documents related to the theme of skill development. Most of the key phrases were related to leadership skills, life skills, and decision making skills; these included, “learn decision making, assertiveness, and communication skills” (GI, 2009), and “effective problem solving and team work” (OB, 2009). The Youth Diversion program identified the value of the engagement in occupations with the mentor as a skill building opportunity, “opportunities and positive experiences through which youth can explore interests and activities that are pro-social” (YD, 2009). The opportunities that programs provided for skill development and capacity building were also emphasized with statements such as “develop personal assets that will be essential to health, happiness, resiliency, and success ‘out in the world’” (OB, 2009), “prepare them to lead successful, independent, and fulfilling lives” (GI, 2009), and “promote enhancement of their economic, social, and personal prospects” (KNFC, n.d.).

Documents from six of the programs contained key phrases related to positive future outlook. These were BGC (2009), CO (2009), OB (2009), THCFC (2008), GI (2009), and KNFC (n.d.). For some of the programs this theme was expressed as the philosophy about the value of youth, for example the BGC (2009), “believe that all young people can grow into responsible, contributing, and self-reliant members of
society.” Other key phrases such as, “prove to them that they have worth and potential” (CO, 2009) and “gain a positive view of this world and their future in it” (THCFC, 2008) related to providing youth with opportunities to understand their own self-worth and capacity for future success.

The theme of Choice focused on the youth’s ability to make choices within the program and how those choices affected the outcome, with seven programs including key phrases related to this theme. For example, GI programs focused strongly on the participants pairing with their mentors and developing community action projects and they were given the opportunity to, “make decisions, take responsibility, and initiate projects” (GI, 2009). Participants in some of the programs were reported to have the opportunity to choose activities of interest to them (BBBS, 2004) and set their own goals for trying new things (THCFC, 2008). Outward Bound (2009) specifically related participants’ choices within the program to the outcome for the participant, “our students will ‘take away from the experience what they put into it’” and “those who invest energy, openness, contributions, and courage experience growth during the program.”

The final theme within Self Determination was self-reliance which was addressed by three of the programs. Girls Inc (2009) placed the greatest amount of emphasis on this concept with key phrases such as “inspiring all girls to be strong, smart, and bold by promoting their emotional, physical, and social well being” and “empowers girls and advocates for an equitable world.” The program mission was identified as, inspiring all girls to be strong, smart, and bold (GI, 2009). The other two programs, OB (2009) and
THCFC (2008) focused on developing independence and having the opportunity to put new skills into action with minimal supervision from staff.

4.3 Peer-reviewed Program Evaluations

Within the peer-reviewed literature six articles were located that evaluated youth development programs which were affiliated with programs offered within the geographical boundaries of the KFL&A Public Health Unit. These evaluations occurred at the sites of brother/sister programs in other locations. Three articles evaluated the Boys and Girls Club and three evaluated the Big Brothers/Big Sisters Program.

4.3.1 Boys and Girls Club

The three published reports which evaluated the Boys and Girls Club targeted different aspects of the program and are summarized in Table 8. Carruthers and Busser (2000) examined the outcomes of involvement in the Boys and Girls Club and the congruency between the agency’s articulated mission statement and goals and the stakeholders’ perceptions of the agency. Data were gathered through interviews with staff, parents, and participants and through field observations at four club sites. Four consistent themes emerged across stakeholder groups and all stakeholders believed that the club made a positive contribution to the lives of the members. The stakeholders believed that a positive impact was being made in the areas of nurturing environment, positive behaviour, and self-esteem/competence. There was some discrepancy between the program goals of the club and the outcomes identified by staff. The goals identified by BGC parent organization were, a) cultural enrichment – develop multicultural appreciation and artistic skills, b) social recreation – make positive friendships and use
### Table 8: Boys and Girls Club Peer-reviewed Evaluations

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<tr>
<td><strong>Purpose</strong></td>
<td>What are the outcomes of involvement in the Boys and Girls Club? Is there congruence between the agency’s articulated mission statement and goals and the stakeholders’ perceptions of the agency?</td>
<td>To examine how overall participation at the Club is related to enhanced academic and school engagement and decreased substance use.</td>
<td>To explore the importance of staff-youth relationships in youth development programs.</td>
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<td><strong>Subjects</strong></td>
<td>n = 25 program staff, n = 61 members, 59% male, 41% female, age range 7-18 years n = 17 parents Across five site in the southwestern United States.</td>
<td>n = 139 youth, 58% male &amp; 42% female age range 10 - 17 years. 120 were recruited from a Club and 30 were recruited from a local neighbourhood apartment complex</td>
<td>n = 149, 81 male &amp; 66 female age range 7-18 years urban club in the United States</td>
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<td><strong>Methods</strong></td>
<td>Data collected over a 30 week period. <strong>Participant observation:</strong> at least 3 observations per site <strong>In-depth semi-structured interview:</strong> 12 to 14 predetermined questions depending on the interview group with follow up questions used for clarification, youth also participated in a card sort with 7 cards which contained a possible outcome of involvement in BGC and asked to pick and rank the cards that best described why they came and provide an explanation  <strong>Analysis:</strong> qualitative data analysis of interview transcripts</td>
<td><strong>Survey:</strong> administered over 2 week period taking approximately 20 minutes to complete 90 item questionnaire; addressing motivation for involvement, academic achievement and school engagement, and substance use  <strong>Analysis:</strong> multiple regression procedures examined the types of activities youths took part in at the Club and the underlying reason for the youths’ participation, overall relationship variables were explored using Spearman rank correlations, MANCOVA (controlling for age) examined outcomes associated with Club participation</td>
<td><strong>Survey:</strong> administered over 2 week period taking 10-15 minutes to complete participants provided age and gender on survey 13 survey items; 5 items addressing staff-youths relationships, 5 items addressing anti-social school behaviours, 3 items addressing pro-social school behaviours  <strong>Analysis:</strong> structural equation modeling</td>
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<td>Result/Conclusions</td>
<td><strong>Outcome Themes:</strong> club members developed relationships with others who cared about them, learned positive behaviours, and cultivated skills and abilities in a variety of areas. These themes were consistent across interview groups. <strong>Goal Congruence:</strong> some incongruence with core goals as staff, club participants, and parents were not familiar with core goals.</td>
<td><strong>Results:</strong> Significant relationships were found between participation and: grades $r = 0.24$, truancy $r = -0.09$, attitude toward cheating $r = -0.24$, enjoyment in school $r = 0.33$, effort in school $r = 0.38$, alcohol use $r = -0.14$, and cigarette use $r = -0.21$</td>
<td>path from age to length of program involvement significant ($r=0.30$) path between gender and length of time in program not significant path between length of program involvement and staff-youths relationships not significant path between staff-youths relationships inversely related to anti-social school behaviour ($r=-0.28$) and significant path between staff-youths relationships significant ($r=0.51$) Results suggest that supportive staff-youths relationships within youth development organizations can lead to heightened pro-social attitudes and behaviours at school and academic achievement while at the same time decreasing the proclivity to engage in anti-social behaviours that interfere with an optimal school experience.</td>
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Table 8: Boys and Girls Club Peer-reviewed Evaluations (continued)
time well, c) personal and educational development – prepare for the future and resolve personal crises, d) health and physical education – maintain fitness and acquire physical and teamwork skills, e) citizenship and leadership development – contribute to the club and community, and f) environmental education – develop awareness, appreciation and knowledge about the environment. Staff seemed to focus more on cultivating youth and socialization than on facilitating knowledge or skill development within the core goal areas.

Anderson-Butcher and colleagues published two studies (2003 & 2004), both which used academic related outcomes to evaluate the effectiveness of a youth development program to support positive developmental behaviours in youth. Anderson-Butcher, Newsome, and Ferrari (2003) examined how participation in a club affected youth outcomes in academic and substance use domains. Data were gathered from 120 club participants and 30 youth recruited at a local neighbourhood apartment complex where many club attendees resided, using self-report measures. The youth who participated in the study were 10 to 17 years of age. Within the school domain, club attendance was positively related to self-reported grades \( r = 0.24 \), enjoyment of school \( r = 0.33 \), and effort in school \( r = 0.38 \). Club attendance was negatively related to favourable attitudes toward cheating \( r = -0.24 \). Within the substance use/abuse domain participation was negatively related to cigarette use \( r = -0.21 \), and age and participation (the interaction variable) was negatively related to alcohol use \( r = -0.14 \). The findings of this study suggest that participation in the club was related to youth developing increased protection factors, resulting in more positive attitudes and decreased likelihood
of engagement in risk behaviours. This was noted as especially important for older participants, who exhibited decreased risk and problem behaviours that are typically associated with increasing age.

Structural equation modeling was used to examine how participation in youth development programs builds supportive staff-youth relationships, which in turn promotes positive attitudes and behaviours related to the youth’s academic achievement in the study by Anderson-Butcher, Cash, Saltzburg, Midle, & Pace (2004). Data were collected from 149 youth who participated in the Boys and Girls Club. All participants completed a survey which was designed to capture information about staff-youth relations, anti-social school behaviours, and pro-social school behaviours. Staff-youth relations were inversely related to anti-social school behaviours ($r = -0.28$), such as, being sent out of class, fighting, suspensions, and being warned about poor attendance, grades, and behaviour. A significant relationship was found between staff-youth relationships and pro-social school behaviours ($r = 0.51$), such as, enjoying school, trying their best, and helping others at school. The authors concluded that supportive staff-youth relationships within youth development organizations can lead to heightened pro-social attitudes and behaviours at school and academic achievement. Further, there was a decreasing proclivity to engage in anti-social behaviours that interfere with an optimal school experience.

4.3.2 Big Brothers Big Sisters

A summary of three research articles about Big Brothers Big Sisters (BBBS) is provided in Table 9. These studies were published between 1992 and 1998, although the

Frecknall and Luks (1992) assessed the effectiveness of the New York City chapter of BBBS. This is the founding chapter and has been in existence since 1904. Subjective measures were used to assess the parental perception of the effectiveness of the program. A self-report survey was mailed to 135 households which had a child enrolled in the BBBS programs and data were gathered from 76 returned surveys. An average of 63% of parents who responded to the survey reported that their children were “greatly improved”. The outcome measures assessed and the percentage of parents who reported “greatly improved” for each were; school attendance (49%), school grades (47%), getting along with family members (55%), getting along with friends (70%), self-esteem (83%), staying out of trouble (58%), and being more responsible (60%). Also as length of time in the program (up to three years) increased so did reported success. Frequency of contact between the Big and Little and the Big and parents was also related to reports of success. It was concluded that the Big Brother Big Sister program was effective for these children, with subjective reports of improvement in all seven outcome areas.

The second assessment study was conducted by Turner and Scherman (1996) and focused on the impact of the program on participants’ self-concepts and behaviours. The authors wished to determine if participation in the program could ameliorate some of the negative impacts that divorce has on children. Two research questions were asked, 1)
Table 9: Big Brothers Big Sisters Peer-reviewed Evaluations

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<tr>
<td><strong>Purpose</strong></td>
<td>To gather data about the effectiveness of the New York Big Brothers/Big Sisters program.</td>
<td>Does having a Big Brother improve self-concept of the Little Brother? Do mothers of matched Littles report a higher level of behavioural functioning in their children than do mothers whose children have yet to be matched?</td>
<td>To provide evidence that BBBS, a mentoring program that facilitates meaningful and long-lasting adult/youth relationships, does make a difference.</td>
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<td><strong>Subjects</strong></td>
<td>135 surveys mailed to head of household with a child participating in program 76 returned with a return rate of 56% 69% male and 30% female program participants made up the final sample</td>
<td>92 pairs of instruments mailed and 45 return, 48% return rate Participants from one of two Big Brother/Big Sister agencies in Oklahoma, Experimental group n = 23, aged 9-15, matched at least 6 months Control group n = 22, aged 7-13, currently on wait list for no more than 1 year</td>
<td>1,138 youths from eight agencies were enrolled over a 17 month period, all youth (10-16 years old) who came to the participating agencies between October 1991 and February 1993 participated in the intake process 959 youth in final sample after follow up interviews No meaningful differences in the baseline characteristics of the treatment and control youths</td>
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<td><strong>Method</strong></td>
<td>2 page self report questionnaire received by mail Obtained information about length of time in program, frequency of child’s contact with Big and frequency of parents contact with Big, subjective rating of how program helped the child in 7 areas; school attendance, grades, getting along with family members, getting along with friends, self-esteem, staying out of trouble, and being more responsible</td>
<td>Self-report surveys Boys – (Piers-Harris Self-Concept Scale) 80 yes or no questions assessing behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction Mothers – (Child Behaviour Checklist, Parent Version, Total Problem Scales) total of 113 Likert-scale questions within 8 subscales of withdrawn, somatic complaints, anxious/depressed, social problems, thought problems, attention problems, delinquent behaviour, and aggressive behaviour, max score of 226</td>
<td>Random assignment evaluation design Baseline and follow-up questionnaire to collect background information about sample members’ families as well as measures of the outcome variables Supplemented by information from case managers at the time of random assignment, match, and 18 months after random assignment Follow up interview with youth</td>
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### Table 9: Big Brothers Big Sisters Peer-reviewed Evaluations (continued)

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<td><strong>Results/Conclusions</strong></td>
<td><strong>Results:</strong> 63% of parents report their child’s attitude was “greatly improved” Break down by individual outcome measure: school attendance – 49%; school grades – 47%; getting along with family members – 55%; getting along with friends – 70%; self-esteem – 83%; staying out of trouble – 58%; being more responsible – 60% 14% of parents reported “some improvement” Of children whose parents reported success 62% were male and 28% were female Reported success was 69% for children in program for 1-2 years and 90% for children in program for 2-3 years 77% of parents whose child had contact with Big once or more every 2 weeks reported success, 76% of parents whose child had contact with Big less than once every 2 weeks reported success 85% of parents who had frequent contact with Big reported success, 65% of parents who had infrequent contact reported success <strong>Conclusion:</strong> Based on results of subjective self-report questionnaire this Big Brother/Big Sister program is effective.</td>
<td><strong>Results:</strong> $t$-tests comparing scores for matched and unmatched boys indicated that those who were matched reported high self-concepts than those unmatched (1.45) $t$-tests comparing the two groups within 4 selected subscales indicated that matched boys reported significantly higher ratings in physical appearance and popularity, significantly less feelings of anxiety, and no differences was found regarding feelings of intellectual ability $t$-tests comparing the two groups on the mothers’ rating scale found no statistically significant differences for the Total Problem Scale or any of the four subscales selected for analysis <strong>Conclusion:</strong> This study lends empirical support to the belief that having a Big Brother can be beneficial.</td>
<td><strong>Results:</strong> Littles were significantly less likely than controls to start using illegal drugs (45.8% less likely) and alcohol (27.4% less likely) during the study period Littles reported hitting others less (32%) in the previous 12 months than controls Littles reported slightly higher grades than controls Littles skipped 52% fewer days than controls and were 30% less likely to skip a day at all Littles reported feeling more confident than control in their ability to complete school-work Littles reported a higher level of trust in their parents than controls Littles reported lying to their parents 37% less than controls Littles reported higher levels of emotional peer support than controls <strong>Conclusion:</strong> Having a Big Brother or Big Sister offers tangible benefits for youths.</td>
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Does having a Big Brother improve the self-concept of the Little Brother? and 2) Do the mothers of matched Little Brothers report a higher level of behavioural functioning in their children than do mothers whose children have yet to be matched with a Big Brother? The experimental (matched) group consisted of 23 boys, ages 9 to 15 who had been matched for at least six months. The control (unmatched) group consisted of 22 boys, ages 7 to 13 who had been on the wait list for no more than a year. The Piers-Harris Self-Concept Scale, a self-report measure, was completed by the boys and examined self-concept in the areas of behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. The boys who were matched reported higher levels of self-concept than those who were unmatched. The matched boys reported significantly higher ratings of their physical appearance and popularity, and significantly less feelings of anxiety. No significant difference between groups was found regarding intellectual ability. No statistical data were provided in the paper to show the difference between the two groups. The Child Behaviour Checklist (Parent Version), Total Problem Scales was used to obtain data from the mothers of the boys. This scale consisted of eight subscales; withdrawn, somatic complaints, anxious/depressed, social problems, thought problems, attention problems, delinquent behaviour, and aggressive behaviour. No significant differences were found between the two groups of mothers.

In a third study, data were collected from BBBS agencies with large caseloads and from diverse geographical locations in the United States (Grossman & Tierney, 1998). During the study intake period (from October 1991 to February 1993) half of the applicants from the agency were randomly assigned to the control group and placed on a
waiting list for a match with a Big Brother/Sister for 18 months. The other group was matched by case managers as soon as possible. Complete data sets were collected for 959 youth (both male and female) who participated in follow-up interviews between April 1993 and September 1994, and used for analysis.

Data collection included baseline and follow-up questions which gathered background demographic information about the participants and their families and background, and measures of the of the outcome variables. Information collected about the participants’ families and background included death of parent/guardian, marital status of parents, arrest of youth or significant other, health and disability, substance use, history of domestic violence, and abuse of participant (known & reported by case manager). The outcome variables were; a) anti-social behaviours, b) academic attitudes, behaviour, and performance, c) family and peer relationships, d) self-concept, and e) social and cultural enrichment. Case managers supplemented the information as necessary. The data were collected at the time of random assignment, match, and 18 months after random assignment. No meaningful differences in the baseline characteristics were found between the two groups. The data were analysed for the sample as a whole and for six subgroups; boys, girls, minority boys, minority girls, white boys, and white girls. The study only discussed impacts that were statistically significant at a minimum of a 90% level of confidence. The authors hypothesized that providing youths with good role models, helping them to cope with peer pressures, to think through the consequences of their actions, and to become involved in socially acceptable activities, volunteers would inhibit youths from initiating in alcohol or drug use and delinquent behaviour. Little Brothers and Little Sisters were significantly less likely than
those in the control group to start using illegal drugs and alcohol during the study period. During the 18 month follow-up little brothers and sisters were 45.8% less likely to start using illegal drugs than those in the control group; 11.5% of control youths started using drugs during this period. This impact was reported as being the greatest for minority Little Brothers and Little Sisters. Further, Little Brothers and Little Sisters were 27.4% less likely to start using alcohol than were the control youths.

A second hypothesis was that Little Brothers and Little Sisters will value school more, have better attendance, and achieve better grades. At the conclusion of the study Little Brothers and Little Sisters reported slightly better grades than did controls; the greatest impact occurred within the minority Little Sisters participants. Little Brothers and Little Sisters skipped 52% fewer days at school, and were 30% less likely to skip a day of school at all. For those who had skipped a day in the last 12 months of school, Little Brothers and Little Sisters skipped significantly fewer days. The impact was greatest for Little Sisters. Little Brothers and Little Sisters felt more confident in their ability to complete their school-work than did control youths; again the impact was greatest for Little Sisters, especially minorities.

A third hypothesis was that having one successful relationship would carry over to a youth’s other relationships by helping him or her to trust others, express anger more productively, and generally become able to relate to others more effectively. The Mother Scale of the Inventory of Parent and Peer Attachment was used to examine youths’ relationships with their custodial parents. Little Brothers and Little Sisters scored higher than control youths on the summary measure of the parent-child relationship. The overall effect appeared to be driven primarily by increases in little Brothers and Little Sisters
trust in their parents. The sub-scales measuring communication and anger and alienation were not affected by participation in the program. Little Brothers and Little Sisters reported lying to their parents 37% less than did those in the control group. The Berndt and Perry Features of Children's Friendship battery consisting of 5 sub-scales of intimacy in communication, instrumental support, emotional support, conflict and relationship inequality was used to examine the youths’ relationships with their peers. Emotional peer support was found to be higher amongst Little Brothers and Little Sisters than in the controls.

The authors also sought to determine if programmatically-facilitated relationships with adults was linked with adolescent self-esteem, self-concept, and sense of self competence. At the time of the follow-up interview there was no difference between the Little Brothers and Little Sisters and the youths in the control group on the scales measuring global self-worth, social acceptance, or self-confidence. There was a significant impact for white Little Brothers who scored significantly higher on the social acceptance scale which indicated the respondents’ perceived popularity among their peers. No difference was found between Little Brothers and Little Sisters and the control group in the frequency of social and cultural enrichment activities in which the youths reported participating.
Chapter 5

Discussion

5.1 Programs

The purpose of this scoping review was to identify community-based-out-of-school programs which used occupation as a means of intervention to provide opportunities for at-risk children and youth in the KFL&A region. Only those using occupations as a means of intervention were chosen because engagement in meaningful occupation has been identified as a significant contributor to health and well-being (Hammel, 2008; Wilcock, 2007) and positive youth development (Larson, 2000; Lerner, Almerigi, et al., 2005; Lerner, Lerner, et al., 2005, Roth & Brooks-Gunn, 2003; Roth et al., 1998). Nine programs were identified; specifically, the Boys and Girls Club, Big Brothers Big Sisters, Camp Outlook, Outward Bound, Tim Horton’s Children’s Foundation Camp, Children’s Aid Society, Youth Diversion, Girls Inc., and Katarokwi Native Friendship Centre. All of the programs were youth programs but some more closely met the criteria for youth development programs (Roth & Brooks-Gunn, 1998). This means that they had broad developmental goals, lasted for at least one school year, and consisted of activities that afforded youth the opportunity to build their skills, engage in authentic activities, and broaden their worlds. All programs except Outward Bound and the Tim Horton’s Children’s Foundation Camp had some aspect of the program which met these criteria, specifically the duration of the program. However, due to the intensity of OB and THCFC the effects of the program may be considerable in a short period of time.
5.2 Program Goals and Well-being

This review employed the program documents for analysis rather than including specific day to day events at the program sites. This allowed for a more generalizable analysis of the philosophical perspectives and the activities of the programs without the bias of persons at specific sites. Review of the program documents (at the parent association and local levels) provided mission and/or goals statements for all programs, except the Children’s Aid Society. Key words and phrases were extracted from these resulting in the identification of four overarching goals; (a) developing confidence/worth, (b) safe supportive environment/relationships, (c) skill development, and (d) positive future outlook/place in the world. All programs in some manner addressed one or more of the components of well-being; specifically, Physical Health, Self-esteem, Belonging, Security, and Self Determination (Hammel, 2008).

The four overarching goals appeared to represent the philosophical framework of the programs, as they were consistent across multiple programs. Each of the goals was closely related to the key components of positive youth development including; engaging in skill developing activities, having a safe place to be, and supportive relationships (Larson, 2000; Lerner, Almerigi, et al., 2005; Lerner, Lerner, et al., 2005; Roth & Brooks-Gunn, 2003; Roth et al., 1998). Further, youth involvement in decision-making and program implementation was identified as valuable to the process of positive development (Larson, 2000; Roth & Brooks-Gunn, 2003; Roth et al., 1998), providing an opportunity for youth to experience being valued as a contributor to their community. High risk children and youth lack a sense of having a viable purpose in life, with no future and as a result they perceive that they have little to lose when making a decision to engage in risky behaviours (McWhirter et al., 1998). Therefore, the goal of helping them
to develop a positive future outlook or an understanding of their contribution to their community is invaluable (Roth & Brooks-Gunn, 2003).

The model presented in Figure 2 depicts the interaction between the four common program goals and the components of well-being. The reciprocal relationships between the components of well-being and the goals are indicated by the bi-directional arrows. The components of well-being and the themes within each component are associated with multiple goals suggesting that no individual goal can be acted on in isolation from the other goals and from the components of well-being. The occupational interventions and the social culture foster well-being and as the participants experience well-being their capacity to meet the goals may increase.

The goal of ‘developing confidence/worth’ was related to key phrases within the mission/goal statement of five programs. The well-being components of Physical Health, Self Determination, and Self-esteem contained themes that were associated with this goal. Within the Physical Health component the theme of healthy lifestyle was related to developing confidence and self-worth. By being exposed to healthy lifestyle choices, through experiencing new activities or having a healthy lifestyle modeled by a supportive adult, youth may experience success and self-efficacy through engagement in meaningful and challenging pro-social occupations (Baumeister, Smart, Boden, 1996; Donnellan, Trezsniewski, Robins, Moffit, & Caspi, 2005). A result of this may be youth opting out of situations which place them at risk for engaging in negative behaviours. Self reliance was a theme within the well-being component of Self Determination. The key phrases within program documents indicated that programs were designed to provide youth opportunity and support to develop skills in order to make autonomous decisions.
Figure 2: The Relationship between Well-being and Program Goals
This diagram depicts the interaction between the four overarching goals and the five components of well-being in youth development programs which employ occupation as a means of intervention. Relative size of the ‘goals’ and ‘components of well-being’ represent the number of unique key phrases relating to each. The bi-directional arrows indicate the reciprocal relationship between the goals of youth development and well-being.
regarding occupation and thus have a greater impact on their own long term outcomes. Fostering a future orientation in which youth are able to acknowledge their potential and imagine an occupationally engaged future is considered a primary goal of positive youth development (McWhirter et al., 1998; Roth & Brooks-Gunn, 2003). Many of the program documents contained statements related to fostering or supporting the development of a positive view of self, which was a theme within the Self-esteem component of well-being. This was viewed as being related to the goal of ‘developing confidence/worth’ in that program occupations provided opportunities for youth to view themselves as competent and to develop confidence in their abilities. Competence is one of the 5 Cs identified as desirable youth outcomes (Pittman et al., 2003; Roth & Brooks-Gunn, 2003). Youth must experience mastery, a sense of purpose, and self-worth as a part of their development (Pittman et al., 2003). By providing opportunities for participants to try new occupations and build skills in a supportive environment the reviewed programs may set the stage for participants to develop confidence and self-worth. Engagement in physical activity through these programs may facilitate a greater sense of self worth, giving participants the impetus to make healthier life choices. Within the documentation of a number of the programs there was an emphasis on giving the participants choices in regards to what they would do within the program and how this might affect the benefits that they received from participation. The programs wished to achieve this through goal setting and being given the opportunity to provide input on the types of occupations they would participate in. Such opportunities for self determination
may place a greater value on the occupation for the participant and reinforce that opinion, needs, and desires are valued and validated.

The ‘safe supportive environment/relationship’ goal was related to key phrases from the documentation of five of the programs. The themes of relationships/safe adult relationships and safe supportive environment within the well-being component of Belonging and the theme of personal security within the well-being component of Security appeared to be associated to this goal. Belonging was the well-being component which had the greatest number of key phrases associated with it from the program documents. This well-being component and the goal of ‘safe supportive environment/relationships’ appeared to be integrally linked. Within the literature having a safe place to be not just a space (Pittman et al., 2003) and supportive adult relationships, especially with a caring adult outside the immediate family context (Roth & Brooks-Gunn, 2003), are identified as being extremely important to positive youth development. Similarly, Belonging is considered an essential part of how occupation contributes to health and survival (Wilcock, 2007). As such it seems appropriate that the reviewed programs would place a strong emphasis on this in their documentation.

Experiencing safe supportive environments/relationships in a program space, appears to be the intent of many of the reviewed programs, and may provide the opportunity for the participants to engage in age appropriate occupations and experiences, which might not otherwise be possible in their natural context. For some at-risk children and youth this natural context is fraught with danger, whether it is because of violence inside or outside the home, or because they do not reside in situations that provide for
stable access to food and shelter. This means that the priority for these youth might be engaging in occupations that meet basic survival needs rather than occupations of play and education that would be considered typical for this age group in western culture.

Having a sense of safety, structure, and expectations support development and well-being (Pittman et al., 2003, Roth & Brooks-Gunn, 2003).

Themes within the components of Physical Health, Self-esteem, and Self Determination were related to the goal of ‘skill development.’ Through the use of participation in physical activity the participants may gain new skills and interests that will support lifelong physical health. These types of active leisure occupations contribute to the overall development of physical and mental health of adolescents (Passmore, 2003) and provide for the development of competencies, promoting social interactions, and developing self-identity and internal control mechanisms (Harrison & Narayan, 2003; Passmore, 2003). The development of these traits may mitigate the influences in natural contexts which could potentially lead youth to engage in behaviour that place their health at risk, (i.e. such as tobacco, alcohol, and drug use). The use of active occupations in the programs reviewed for the current study may foster a sense of success as new skills are learned and as a result the participants’ self-esteem and self-concept may be enhanced. Having an improved or elevated perception of one’s self may allow youth to continue to focus on the development of skills across life domain. These continued experiences and challenges which can facilitate success experiences then continue to enhance one’s self worth. A strong relationship exists between self-worth and self-esteem; those with high self-esteem are able to protect themselves from external forces that may threaten their
self-worth (Gerard & Buehler, 2004). High self-esteem is also considered a common personality characteristic of resilient youth (McWhirter et al., 1998). Confidence and a positive self-identity, components of self-esteem, is one of the ingredients of positive youth development (Roth & Brooks-Gunn, 2003).

The themes of skill development and choice within the well-being component of Self Determination appears to be related to the goal of ‘skill development.’ The theme of skill development focused on participants learning or acquiring skills; some specific to the occupation being done and life skills, such as critical decision making, motivation to achieve, and effective problem solving. Attainment of these life skills may impact decisions related to occupational engagement, specifically choosing healthy versus unhealthy occupations and behaviours, in the present and the future. The ability to think and reason well is a characteristic of resilient children and youth. Resilient youth demonstrate good social and problem-solving skills which may mitigate challenges (Pittman et al., 2003). Choice was the other important theme of Self Determination that addressed this goal. The documentation of some of the programs suggested that the intention was to support participants in setting their own goals, providing the participants not only to choose the potential outcome of engagement but also the effort they put forth. The purpose of this may be to assist youth in understanding that the effort one puts into an experience determines the rewards gained. The intention of giving participants the opportunity to make choices and to take ownership of the experience may increase the meaning of the occupations and the skills developed. Opportunity to participate is not sufficient, the subjective meaning associated to the occupation is the factor which
determines the occupations influence on health and well-being (Doble and Santha, 2008).

In order to be fully engaged a young person must have the opportunity to make a difference, to influence the environment and this can be experienced by allowing youth to engage in program planning and delivery (Pittman et al., 2003). Successful youth development programs are youth-based, meaning that the motivation, direction, and goals for activities come from the participants (Larson, 2000).

The fourth identified goal was ‘positive future outlook/place in the world’ which was related to themes within the components of Belonging, Security, and Self Determination. The component of Belonging appeared to be strongly associated to this goal. Citizenship and contribution have been identified valuable roles for young people. Youth are not only impacted by the community in which they live but they can also give back to the community by being active stakeholders (Pittman et al., 2003). Through volunteering and leadership opportunities provided by the programs youth may begin to recognize that they can impact their surroundings and are responsible to others (Pittman, 2003). Pittman and colleagues (2003) suggest that young people want to be full citizens, “weaving together learning, work, and contribution throughout their lives” (p. 14). Opportunities for participation in and leadership of community-based activities were identified as a key component to successful youth development programs (Lerner, Almerigi, et al., 2005).

Several of the programs’ stated aims indicated the intent to provide participants with the opportunity to view education, vocation, and financial independence through a different lens, thereby encouraging youth to seek the skills necessary to obtain financial
security in adulthood. By supporting educational, vocational, and financial skill development participants may be able to imagine a more successful future in which they are contributors to the community. Through experiences of support and success these domains may become priorities for participants rather than viewing them as options that are closed to them because of the circumstances of their lives over which they have typically had little control. Through engagement in education and vocation youth are more likely to lay a path to success in adulthood. Competence in academic, social, and vocational areas is identified as components of the 5 Cs of positive youth development (Roth & Brooks-Gunn, 2003).

Providing choices was identified as a theme within self-determination and refers to the opportunities which appear to be built into the programs for youth to help shape the direction of the occupations comprising the program resulting in increased meaning associated to those occupations. This combination of having choice and the subsequent skills developed may be more valuable to them and may assist them in recognizing future productive roles which they value. There were many explicit statements related to providing experiences for youth to learn to see a positive future, a theme within the well-being component of Self Determination. However, these were often closely linked to the amount of effort exerted versus the gain received (OB, 2009).

5.3 The Link between Well-being and Positive Youth Development

A link has been identified in the literature between experiencing a state of well-being and positive youth development (Lerner, Lerner, et al., 2005, Park, 2004). The current review presented a means by which to begin to understand the link between well-
being and positive youth development. The common goals which were identified in the program mission/goal statements and the key phrases related to the components of well-being which were located within the program documentation demonstrate that there may be an interaction between the concepts of well-being and positive youth development. It may be suggested that youth who are experiencing well-being have the ability to meet the common goals of the program, and conversely, what the programs propose to do to meet these common goals provide the context in which well-being is fostered.

Few of the program’s documents explicitly expressed a focus on the development of well-being but the intention of the programs was such that numerous activities and statements were able to be linked to well-being. The components of well-being that were most often identified, in order of frequency were Belonging, Self Determination, and Self-esteem. Belonging seemed particularly important since programs were unlikely to retain participants if they did not provide them with a sense of belonging to the group. Programs needed to demonstrate that this was a safe and supportive environment, and that the adults cared about them. Belonging was also identified in the youth development literature as a key factor for positive development (Roth & Brooks-Gunn, 2003).

In the programs included in this scoping review, occupation was the means through which the intervention occurred and one component that may facilitate positive youth development for the participants in the program. By providing culturally relevant and potentially meaningful occupations or through using occupations meant to challenge the participants the intention appears to be to draw participants to the programs. It might be suggested that it is through these occupations that the opportunity to meet
developmental goals may occur. By providing a ‘just right challenge’ similar to that used in occupational therapy the participants are able to develop skills and experience success. Although occupation may bring participants to the program, they will only remain if they experience a sense of belonging. Participants begin to see themselves as a part of the community. An empowering atmosphere is essential to the success of youth development programs. Such an atmosphere can potentially provide youth with opportunities to engage in useful roles, practice self-determination, and develop their goals for the future (Roth & Brooks-Gunn, 2003). Being provided opportunities to directly affect the program may further strengthen participants’ bond to the program and give them a reason to stay involved. Many of the program documents contained statements that specifically lead one to understand that the program participants were given the opportunity to direct their own engagement and to determine the goal they would like to achieve.

5.4 Peer-reviewed Studies

Little peer-reviewed evaluative research was identified which related to the programs included in this review. Further, Roth et al., (1998) found that insufficient evaluation existed which measured the efficacy of programs and the individual components of a program that facilitate success. These researchers located only 15 evaluations of 14 programs. Catalano and colleagues (2004) also located few evaluations of programs, with six being the same as those identified by Roth and colleagues. In their review they identified only 25 studies each which evaluated a different program. The current review was limited to only programs accessible to children and youth within the
geographical boundaries of the KFL&A Public Health Unit. As a result only 6 peer-reviewed studies were identified, evaluating only two programs, the Boys and Girls Club and Big Brothers Big Sisters. None of the studies were conducted in Canada but as the local chapters are a part of the larger international network of the program the information in these reviews may provide general insight into the effect that local chapters may have on participants.

The peer-reviewed studies which focused on the Boys and Girls Club all provided evidence that some component of participation in the club produced positive effects for youth. However in the two quantitative studies the correlations were only weak to moderate in their strength ($r= 0.09$ to $0.51$) (Portney & Watkins, 2009), indicating that the impact of the program on these benefits may be limited. For example, positive effects were identified as occurring in the areas of learning positive behaviours, cultivating skills, enhanced academic achievement and school participation, and decreased risk and problem behaviours. Anderson-Butcher et al., (2004) identified that staff-youth relations were critical to the success of the program. Having a supportive consistent adult relationship was identified as key factor in positive youth development (Roth & Brooks-Gunn, 2003). Carruthers and Busser (2000) identified that although clubs may not provide programs as outlined by the parent agency positive outcomes were still reported, specifically by providing a nurturing environment and enhancing self-esteem and competency. These studies support the concept that the environment and staff are essential components to the success of the program, and that providing a sense of belonging is necessary foster positive development.
The peer-reviewed articles which evaluated the Big Brothers Big Sisters program focused on similar domains as the Boys and Girls Club studies. Positive effects were reported in relationships with family and peers, school attendance and grades, self-esteem and self-concept, decreased problem behaviours. These effects were attributed positive adult relationships in the studies by Fecknall and Luks (1992) and Grossman and Tierney (1998). Although the other study (Turner & Scherman, 1996) did not directly discuss the frequency or quality of the relationship as a direct contributor to change, the nature of the Big Brother Big Sister program is such that one might assume that the relationship with an interested adult who provides positive role modeling contributes to this positive effect. Again, the importance of belonging was identified as a contributor to program success.

Seldom has independent research been completed across the spectrum of youth development programs and long term outcomes for participants, specifically with regards to choices about engagement in negative behaviours which may affect health and well-being. This raises the question of how one can place a value on the programs and not know that change is actually being affected. Further research about effectiveness of these programs based on identified program goals must be completed with a focus not only on quantitative results but on the experience and personal effects of these programs on the participants. Roth and Brooks-Gunn (2003) identify that no clear definition of a positive youth development program exists and as a result it is difficult to measure the effect that individual programs have on the participants. They strongly support the value of developing a framework to assist in determining which components of programs
contribute to a successful program and continued evaluation of programs to ensure that quality programs are being provided to all youth.
Chapter 6

Summary

The link between well-being and positive youth development has been identified in the literature. This review examined how programs may foster well-being and positive youth development based on their intended purpose and structure as identified in their documentation. Within the boundaries of KFL&A, nine programs were identified with four goals for positive youth development and five components of well-being that were encompassed in trying to accomplish these goals. Specifically, the greatest emphasis was placed on the goals of ‘developing confidence/worth’, ‘safe supportive environment/relationships’ and ‘skill development.’ The fourth identified goal, with slightly less emphasis, was ‘positive future outlook/place in the world.’ These goals were linked to the tenets of the positive youth development perspective and the proposed goals for youth development programs (Roth & Brooks-Gunn, 2003). These goals were accomplished through occupational interventions which allowed the participants to learn new skills and understand their personal value and potential contributions to the community.

The components of well-being were encompassed within more than one goal, however, belonging, self determination, and self-esteem were the components most emphasized in the program documentation. The interaction between positive youth development and well-being becomes more explicit when identifying the reciprocal nature of the goals and experiencing a state of well-being. One cannot reach what
appears to be the intended goals of these programs without experiencing well-being and through attaining the goals well-being is reinforced.

6.1 Limitations

As this was a scoping review an exhaustive search of the literature and other sources of documents was not conducted. In accordance with the guidelines identified for a scoping review the document search and retrieval process was meant to provide a breadth of information about the subject of interest (Arksey & O’Malley, 2005; Davis et al., 2009). This type of review allows for a wider variety of information to be included in the review to answer the research question. Despite this the search and retrieval process must be well documented in order to ensure that the view is of value to the specific research domain (Davis, et al., 2009). So while an extensive search was conducted some programs or evaluations may not have been captured in the process.

By using only the program documents it was not known how programs were actually conducted at local sites. This was noted in the evaluation of the Boys and Girls Clubs conducted by Carruthers and Busser (2000). Potentially this may result in programs being conducted in a way that does not foster positive youth development as it was intended or outcomes may be very different than those expected. However, using only the program documents reduced the bias that staff may place on the program and allowed the researcher to understand the program as it was meant to be.

No feedback on the analysis was sought from local ‘experts’ or service providers. This was described as an optional component of a scoping review (Arksey & O’Malley, 2005). We chose not to include the perspectives of individual program administrators or
staff members in order to allow for a pure review of the documents. However, it may be argued that inclusion of these perspectives may have added to the interpretation of the data and this is recognized as a potential limitation.

6.2 Implications

This review provides guidance for the understanding of the role of meaningful occupation in youth development programs as it relates to fostering well-being and positive youth development. Hammel’s (2008) definition identified engagement in meaningful occupation as essential to well-being and which provides a context in which to foster the development of the other components of well-being. The occupational science perspective places a strong emphasis on the importance of subjectively meaningful and culturally relevant occupations to the maintenance of health and well-being. This perspective supports the use of occupation and engagement in the community of the program as the key factors to positive youth development. The current theoretical framework of positive youth development has moved away from prevention based programs, focusing rather on the whole individual, as a potential contributor to the community and society at large. Exploration of the types of occupations which have the greatest impact and how current programs that use occupations as a means of intervention is vitally important to continue to move the field forward. The contributions that the participants make in shaping the occupations in which they engage also needs to be explored further as this may be a method in which to ensure that the subjective meaning of the occupation is appropriate; youth get what was intended out of the experience rather than feeling that someone has forced them into participating and thus reducing the impact.
of the occupation in effecting change. Further understanding the role that youth
development programs have in supporting health and well-being for this vulnerable
population may provide a means of early intervention which may limit access to health
care services, in the future.
References


Appendix A

Peer-reviewed Articles Collected for Initial Reading


Appendix B

Program Documents Reviewed

Boys and Girls Club of Kingston and Area Website
• About Us – purpose, mission statement, philosophy, history, endowment fund
• Core Values – inclusion & opportunity, respect & belonging, empowerment, collaboration, speaking out
• Clubhouse – schedule and program descriptions
• Summer Camps – descriptions
• L.I.N.K.S Catering
Note: About Us and Core Values are the same as those on the national organization website which was reviewed. Numerous position papers are also produced by the national organization but upon initial reading the information was determined not to be relevant to the actual programming and as a result were not included in the review after initial reading.

Big Brothers Big Sisters of Canada Website
• About Us - our vision, our mission, our structure, our current goal
• Big Brothers
• Big Sisters
• In-School Mentoring
• Go Girls!
• Big Bunch
• Other Programs
• Annual Report 2007

Big Brothers Big Sisters of Kingston, Frontenac, Lennox & Addington Website
• History
• Big Brothers
• Big Sisters
• In-School Mentoring
• Couples for Kids
• Go Girls!

Camp Outlook
• Information package sent to potential referral sources, including cover letter, description of camp programs
• Website – general program description, core ideology, core values, core purpose
Outward Bound Canada Website
- Mission
- History
- Bursaries
- Youth Asset Building Adventure - Ontario – program description
- The 40 Developmental Assets for Adolescents
- Message to Parents

Tim Horton’s Children’s Foundation Camp
- Website
  - About the Foundation – mission, values
  - Frequently Asked Questions
  - Year in Review – Where Kids Discover Their Best (20 pages)
  - Local Programs
- Camp Day Brochure – Tim’s Times

Children’s Aid Society of Kingston and County of Frontenac Website
- Summer Buddy
- Special Friend

Youth Diversion Program Website
- Vision Statement
- Mission Statement
- Program Description
- Annual Report 2007
- Community Helping Adolescents Cope Effectively (C.H.A.N.C.E.) Mentoring – program description

Girls Inc. International Website
- About Girls Inc
- Economic Literacy
- Friendly Peersuasion
- Discovery
- Media Literacy
- Operation Smart
- Sporting Chance
- Preventing Adolescent Pregnancy
- Project Bold
- Girls Inc Bill of Rights
Girls Inc Limestone
• Website
  o More About Girls Inc – and why we joined
  o Agency Mandate and Values Statements
  o Programs and Services
  o Girls Inc One to One Mentoring Program
• Brochure – including cover letter to parents, registration form, and program descriptions

Ministry of Child and Youth Services Website
• Description of Akwe:go and Wasa-Nabin programs

Kingston Links Website
• Katarokwi Native Friendship Centre – history, brief program descriptions

Katarokwi Native Friendship Centre
• Brochure with brief program descriptions, Akwe:go and Aboriginal Youth Program currently being run at this centre
• Akwe:Go program schedule for the months of July and August (examples of types of activities done in this program)
# Appendix C

## Program Goals and Key Phrases

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Key phrases from mission/goal statements</th>
</tr>
</thead>
</table>
| **Develop Confidence**                     | • develop confidence  
* worth as individual  
* realize abilities  
* more confident  
* gain confidence in abilities  
* overcome barriers  
* experience pride in accomplishments while attaining goals  
* successful  
* make positive changes |
| **Safe Supportive Environments/Relationships** | • safe supportive environment  
* caring adult support  
* build relationships  
* model positive behaviours to youth  
* friendship and guidance of women  
* relationships built on trust and respect  
* improve lives through cultural programs and services  
* support and tools and healthy activities |
| **Skill Development**                       | • new opportunities  
* life skills  
* learning new skills  
* asset building  
* opportunities and positive experiences (interest and activities)  
* inspiring girls to be strong, smart, and bold  
* foster ability to make healthy choices  
* enhance economic, social, and personal prospects |
| **Positive Future Outlook/Place in the World** | • potential to achieve  
* positive contributing members of the community  
* positive view of the world and their future in it  
* take responsibility for actions  
* promoting well-being |
Appendix D

Key Words and Phrases from Program Documents by Component of Well-being and Theme

PHYSICAL HEALTH

- Participation
  - recreation program
  - sports
  - recreation activities
  - extremely physically challenging (camping/canoeing/portaging)
  - as fitness and skills increase so to will groups speed and sense of accomplishment enabling their brigade to cover ground more quickly
  - challenged...physically and discover through the process they are capable of much more then they believed possible
  - challenged beyond perceived physical and mental limitations
  - canoe trips
  - outdoor activities
  - exercise
  - creative play
  - recreation
  - builds movement and athletic skills
  - master physical challenges
  - cooperative and competitive spirit, health awareness, and interest in all sport
  - explore career opportunities related to sport
  - recreation activities
  - sport and recreation activities

- Healthy Lifestyle
  - catering company, healthy meals
  - supper program
  - encourage and empower to lead healthy lifestyle
  - promote active living, balanced eating, and feeling good
  - strengthen mind, body, and soul
  - exposed to many new ideas, concepts, tools, strategies, and learning styles to help promote healthy lifestyle
  - experience the benefits of healthy risk taking
  - learn about the positive connection between physical activity and health related fitness
  - promoting emotional, physical, and spiritual well-being
  - healthy activities
  - social and health programs
o foster their inherent ability to make healthy choices

SELF ESTEEM

- View of Self
  o develop confidence and skills for life
  o positive self image
  o foster confidence
  o prove to themselves they have worth and potential
  o encouragement of individual ability and self-esteem
  o leave feeling proud of their accomplishments
  o gain confidence
  o challenged mentally and physically to discover through the process that they are capable of much more then they believed possible
  o happier, more confident and successful people
  o positive identity and self-esteem
  o rewarded with a great sense of their potential
  o develop self-confidence
  o exercises to build self confidence
  o build a sense of self-confidence and pride in their accomplishments
  o self worth
  o have the right to accept and appreciate their own bodies
  o promote healthy self-esteem and body image in girls
  o have the right to have confidence in themselves
  o self-esteem and self-care topics

- Succeed at New Things/Skill Development
  o aid in the development of social skills
  o learn life skills
  o challenging and character building
  o showing them they can meet challenges
  o challenged mentally and physically
  o opportunity to discover their strengths and capabilities
  o take with them the strengths and skills they have developed at camp to help better themselves and improve their communities
  o exposes them to many new and positive personal achievements
  o development of new found strengths and skills
  o unique opportunities to try many different challenging activities
  o adventure and creativity – asking questions, discovering new things and participating in challenging activities
  o experience pride in their accomplishments as they succeed in attaining their goals
  o learn to move more confidently and skilfully in physical activity
  o have the right to take risks, strive freely, and take pride in their success
BELONGING

- Relationships/Safe Adult Relationships
  - build positive relationships
  - staff and volunteers model honesty, fair play, positive attitudes, cooperation, and respect for self and others
  - 1:1 relationship
    - committed caring BIG who has the ability to provide positive guidance and support to a Little
  - mentoring friendship
  - an adult role model to look up to
    - being a Big is about being a friend and someone to look up to, it’s about hanging out, talking, and sharing, with many smiles along the way, it’s about making one child feel very special
  - enjoyment of activities together
  - regular and consistent contact
    - encourage an average of 3hrs/week
    - spend approximately 3hrs/week together doing things that friends do
  - sharing a little time together
  - relationship that is based on fun and friendship
    - fall and winter programs to maintain and build on contact with summer campers
  - work as a team
  - work on team building
    - support, adult relationships, caring climate of learning, community that values youth, adult role models
    - surrounded by counsellors, staff, and peers who encourage them to try their hardest and do their best
    - learn to trust the counsellors and know that they can turn to them for support
    - unique opportunity to try many different and challenging activities with the support of peers and counsellors
    - teamwork and friendship – accepting people’s differences, making new friends, and working together in a positive environment
    - provide economically disadvantaged children with a positive environment, ongoing support, and constant encouragement
  - 1:1 relationship with child
    - friendship
    - positive role model
      - spend time with a child at least once a week
      - everyone needs someone who cares
      - volunteers are expected to act as role models, mentors, and advocates
      - establish a relationship based on mutual respect and trust
- Volunteer does not replace a family member but rather provides support for the youth in that family
- Support and guidance
- Providing support and advocacy to the youth
- Nurturing, positive role model
- Acceptance
- Positive reinforcement
- At least 6-9 month commitment is required
- Mentors meet with youth at least 8 hours per month (2-3 hours per week)
- Promote social well-being through the friendship and guidance of responsible, mature, and caring women
- Mentoring
- High quality mentoring programs, tailored to provide long-term support to girls with complex needs
- 1:1 relationships between female adults and girls with complex needs
- Long term friendship
- The friendship of a mature and caring woman
- A very special friendship, very important in each others lives
- Support
- Family support
- Social activities

- **Safe Supportive Environment**
  - Safe and supportive place where every child is listened to, respected, and valued in an environment of inclusion and acceptance
  - Supportive place
  - Experienced instructors provide a supportive environment
  - Provide a supportive environment in which students are challenged
  - Total team concept and empower all people to grow

- **Citizenship**
  - Develop citizenship and leadership skills
  - Sense of social responsibility
  - All young people can grow into responsible, contributing, and self-reliant members of society
  - Develop an enhanced capacity to care for others
  - Small self-reliant groups
  - Teamwork and cooperation allow trip to run smoothly
  - Much time is dedicated to examining how personal choices affect life in a small group or community
  - A sense of community and a strong dedication to service
  - Course curriculum transfers this more expansive thinking back to how they relate to their families, communities, and lives beyond the course
  - One day community service project in the surrounding community
total team concept and empower all people to grow
develop into positive and contributing members of their communities
courage to be involved in various activities at camp...in large groups
environmental awareness – respecting the environment and learning the importance of conservation
take with them the strengths and skills they have developed at camp to help...and improve their communities
develop team work skills
responsible leadership – setting a good example for others, being a positive influence and helping to solve problems
participating in team building
girls join in partnership with women leaders in their communities to develop and practice leadership and advocacy skills and construct community action projects
heritage of girls and women as leaders, and fosters girls’ awareness of themselves as community resources, trustees of the common good
teamwork
increase girls’ and women’s awareness of themselves as community resources, trustees of the common good and leaders in their own right
leadership
empowers all girls as well as their communities and enables them to explore their own ability and responsibility to produce positive long term social change
community involvement through volunteering and participation
cultural opportunities and activities
youth leadership opportunities

SECURITY
- Personal Security
  - safe and supportive place
  - learning to assess risk is an integral part of every course
  - instructors set a disciplined, sensitive, and supportive example, guiding students to achieve their goals through responsible choices, even in the face of peer pressure
  - student safety is the number one priority, supportive environment
  - to assist them to deal with their day to day reality
  - security
  - right to be safe in the world
  - lead safer lives

- Economic Security
  - overcoming barriers to employment and working toward career success and financial independence
  - employment readiness program
right to prepare for interesting work and economic independence
skills needed to be financially self-sufficient
provide girls with the skills and self confidence they need to contribute to the economy and make strong, smart, and bold decisions about their financial futures
learn how to budget, save, make informed financial risks, and avoid feeling intimidated by money
employment, education, training
promote enhancement of their...economic prospects

SELF DETERMINATION
  • Positive Future Outlook
    o overcome barriers
    o enable their voices and ideas to be heard
    o leadership and life skills
    o achieve their positive potential in life
    o believe that all young people can grow into responsible, contributing, and self-reliant members of society
    o can meet challenges
    o prove to them that they have worth and potential
    o optimistic about their futures
    o problem solving and conflict resolution skills
    o during wilderness solo, students have time to reflect and set goals for the rest of their lives
    o out in the world personal choices have real life consequences
    o develop personal assets will be essential to health, happiness, resiliency, and success ‘out in the world’
    o given increasing amounts of personal responsibility and much time is dedicated to examining how personal choices affect life in a small group or community
    o gain a positive view of this world and their future in it
    o fostering within our children the quest for a brighter future
    o the exciting and challenging activities campers participate in during their time at camp teach them to set personal goals and reach for new heights
    o children discover their hidden strengths and talents, allowing them to broaden their horizons
    o building leadership skills and creating lasting change
    o overcoming barriers to employment and work towards career success and financial independence
    o prepare them to lead successful, independent, and fulfilling lives
    o go beyond stereotypes and challenge them to set their own personal goals and create their own definitions of success
    o employment, education, training
    o promote enhancement of their economic, social, and personal prospects
- **Choices**
  - new opportunities
  - overcoming barriers
  - activities of shared interest
  - given increasing amounts of personal responsibility and much time is dedicated to examining how personal choices affect life in a small group or community
  - open communication, taking responsibility for one’s actions
  - our students will ‘take away from the experience what they are willing to put into it’
  - those who invest energy, openness, contributions, courage, experience growth during the program
  - goal setting – overcome fear, try something new and keeping a positive attitude
  - opportunities and positive experiences through which youth can explore interests and activities that are pro-social
  - make decisions, take responsibility, and initiate projects
  - take risks
  - community action projects chosen by girls
  - newly trained “PEERsUaders” plan substance abuse prevention activities for groups of children 6 through 10
  - develop and practice leadership and advocacy skills and construct community action projects
  - foster their inherent ability to make healthy choices
  - promote enhancement of their economic, social, and personal prospects
  - youth leadership opportunities

- **Skill Development**
  - leadership and life skills
  - can meet challenges
  - learning
  - motivation to achieve
  - effective problem solving
  - leadership abilities
  - critical decision making
  - exercises designed to build...and leadership skills
  - opportunities and positive experiences through which youth can explore interest and activities that are pro-social
  - opportunities to learn
  - develop leadership skills
  - life skills education program
  - learn decision making, assertiveness, and communication skills
Self Reliance
- journey to self reliance
- develop independence
- girls’ rights movement
- empowers girls and advocates for an equitable world
- awareness of themselves as community resources, trustees of the common good and leaders in their own right
- inspiring all girls to be strong, smart and bold by promoting their emotional, social, and physical well-being
- have the right to express themselves and resist gender stereotypes
- build...courage, confidence, self reliance, and other critical life skills
- develop a sense of personal power and worth
- empowers girls as well as their communities and enables them to explore their own ability and responsibility to produce positive long term change
- have the right to express themselves with originality and enthusiasm