



OCAsional News

The Newsletter of the Ontario Camping Association

May 2002

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Camp and the anaphylactic child: a parent's perspective

by Laurie Harada, Anaphylaxis Canada

With summer fast approaching, children are eagerly awaiting the end of school to spend their free time enjoying nature, mastering new skills, and making new friends at camp. Selecting the right camp for a child with life-threatening allergies requires asking in-depth questions.

The following questions reflect the concerns of parents like myself, a mother of a 7-year-old anaphylactic son, who want reassurance that a camp has a solid anaphylaxis management policy in place. They will, hopefully, prompt some camps to reevaluate their own policies.

1. Does the camp have an anaphylaxis policy?

If a policy is not documented, it has not been formalized. If a policy is well entrenched, answers given by different staff members should be consistent. Ask if a doctor and/or nurse is on staff or if medical staff is on site 24 hours a day, seven days a week for overnight camps.

There is no such thing as "peanut- or nut-free" and there are no guarantees. Things might get overlooked and kids might sneak things in. The best line of defense is to encourage avoidance and ensure that staff members have been properly trained to deal with an anaphylactic reaction.

2. Who is trained to give epinephrine?

Properly trained staff – nurses,

counselors, bus staff, kitchen personnel – should be able to recognize symptoms, know how to avoid allergens, be able to give the EpiPen®, and know to transfer the child to hospital for treatment and observation. Who provides staff training and what training has this person received? Are "spot checks" done from time to time to make sure that staff members remember how to give the EpiPen®? Random checks can be done using an EpiPen® trainer.

If a policy is not documented, it has not been formalized.

If a policy is well entrenched, answers given by different staff members should be consistent.

3. How are non-anaphylactic campers and parents educated?

The entire camp community can help to prevent an accidental exposure. Does the camp get the word out through newsletters, bulletins, or memos prior to the start of the season? How do they educate the peers?

4. Where is epinephrine located?

The best location for the EpiPen® is with the person. Can the child carry his own EpiPens® or will counsellors carry them for very young campers? Where are the EpiPens® kept during

swim sessions and where are the back-up units located? Do counsellors check that fanny packs are put back on after swimming? Is there a special way to identify anaphylactic campers, e.g. camp-issued fanny pack?

5. How is food controlled at the camp?

Which staff member checks out ingredients of camp-supplied food? Are peanut/nut products allowed in the camp kitchen or food from home? Do staff members follow the same rules? If peanut/nut products are allowed, what steps are taken to protect the anaphylactic child? Do kids receive special treats: end of day, birthday, or as prizes for games? Is food used in craft activities? Is there a vending machine or tuck shop on site – any peanut/nut products? For overnight camps, are care packages inspected first by counsellors? How do they deal with restricted items such as candy bars with peanuts/nuts? Can parents meet with the head of foodservices?

6. What happens in an emergency?

Epinephrine (e.g. EpiPen®) is the medication of choice when there is a known history of anaphylaxis, not an antihistamine. (Refer to Anaphylaxis in Schools and Other Childcare Settings, The Canadian Society of Allergy and Clinical Immunology.) How far is it to

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The official newsletter of the Ontario Camping Association, the *OCA'sional News* is published monthly from October to June of each year. The newsletter helps to keep the OCA membership informed about developments both in and out of the Association pertaining to children's, youth, and special needs camping.

Views expressed by contributors are not necessarily those of the Ontario Camping Association.

Queries regarding submissions and letters are welcome. Please direct correspondence to:

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The View from Here



Brian Blackstock,
OCA President

As several of you are aware, the Standards Review Task Force, under the leadership of Craig Hartley and Howard Oretsky, has spent hundreds of hours over the last few years (since 1998 actually) reviewing our standards. This Task Force has passed through four different Boards and several Chairs. During that time its mandate appears to have become unfocused. Barb Gilbert and Ellen Nash as presidents during this time, with the help of several other OCA members, have identified the original mandate from November 17, 1998. The description before the motion reads:

"They defined a three-year process for the Task Force to:

- Define the administrative process for new camps applying for membership
- develop a manual for new camps and
- develop/assess the mentorship process."

By February of 2001, the Standards Review Task Force had undertaken a complete review of the OCA Standards. This has been a huge endeavour, but procedurally this may not have been the correct route as determined by the original Board mandate.

In recent months, several camps reviewed the first draft of these standards. Their comments were forwarded to the Task Force for consideration. This summer and fall other camps that have not yet had an opportunity to respond to the Task Force will be able to do so.

Thank you for your many comments, concerns and suggestions. They all are appreciated and will be thoughtfully and carefully considered. Keep them coming!

In the early fall the Board will meet to:

- clarify the mandate
- determine a process for members to respond to future drafts
- determine a format for presentation when completed and
- set time lines for implementation.

I hope this will ease the concerns of some members that sufficient time would not be available to properly review and, if necessary, revise the Standards. In the end it seems to me that our standards must be practical and possible for our camps, and our campers and staff who are our responsibility each summer.

Our intentions are good – however, we dream in poetry but live in prose.



Just to remind us of the need to be humble – even though we do well at running our camps, we still have a long way to go:

Every year on the Earth

- 60 million people die, one half are children under five
- 2 million children die from diarrhea
- 800,000 children die from measles
- and 100,000 million children live on the streets¹

As camp directors, owners, and staff, we can do a lot to ensure that our campers are people who can grow up to make a difference and to lead the way so that, in their day, these numbers become history.

"For the Time Being",
Annie Dillard (Penguin Press)

Do you train for fun in your staff orientation?

by Markus Fehr, Camp Manitou

Spring is here, and as we all scramble to fill those last staff jobs, many will begin turning their thoughts to staff training. Just what will be included in your staff training program this year? Will you be returning to the old tried and true ways, or will you add some new spice to your pre-camp?

Few camps have the time to get into the "fun" of camp during their orientation. We all spend hours reviewing camp policy, emergency procedures, safety training and discussions of liability. We will train staff to

Many camp directors would agree that the true success and lasting memories of a camp experience come less from the structured program, and more from having a great counsellor and rapport with friends in their group.

handle the everyday problems like homesickness, bullying, discipline, health and hygiene and other sticky situations. Perhaps there's still work to be done on the physical plant, getting camp ready to receive campers. There may even be time spent teaching staff hard pro-

gramming skills such as canoeing, sailing, archery, climbing, crafts, or drama.

After all of this training is done, how much time is left to teach your staff how to create those "magic moments" in camp? Do you train staff to create times that bring a group together? Examples may be spontaneous activities during a free time period, on a rainy day, or even in the middle of the night. Many camp directors would agree that for the campers, the true success and

lasting memories of a camp experience come less from the structured program and more from having a great counsellor and good rapport with friends in their group. Why then is training on filling this key free time often overlooked in pre-camp? Not only will such sessions make your orientation a more fun-filled experience and set the tone for your whole camp season, but it will get staff thinking about turning "down times" into "fun times" for their group.

If your pre-camp might be too short to include more training on creating fun, consider one of this spring's OCA training programs. On **Saturday, May 25th**, the OCA offers the **Camp Health Care Workshop** and the **Spring Training Conference**, both held at **Seneca College – King Campus**. The Health Care Workshop provides camp health professionals with the tools, tips and training for another healthy summer at camp. The Spring Training conference is packed full of sessions teaching staff how to create fun and memorable moments for their campers, led by some incredibly creative and experienced camp trainers from across the province. Transportation from Toronto and lunch are included in the low cost registration for the Spring Training Conference. **Skills Weekend** offers a more intensive opportunity for fun training held at **Camp Northland – B'nai Brith, June 7 to 9**. One of the Skills Weekend streams is Program Potpourri, focusing on all kinds of games and activities, as well as various specific program streams. For more information on these events contact the OCA office.



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the nearest hospital and from where are ambulances dispatched? If staff members

transport the camper to hospital, who accompanies the child and do they take extra EpiPens® en route?

7. *What precautions are taken for off-site events and overnight camps?*

Does someone carry a cell phone, walkie-talkie, or two-way radio for off-site trips and overnight camping? Who carries the EpiPens® and what emergency plan do they follow? How far is the overnight camp from base camp and the nearest hospital?

8. *What medical information do the parents provide?*

Are anaphylaxis alert posters located in critical areas such as the health care centre, kitchen, and eating areas? A standard anaphylaxis alert poster, produced by Anaphylaxis Canada, can be used for campers with life-threatening allergies. (Special note: As symptoms may not always appear the same way, parents should not note "symptoms specific to your child," as requested on some camp forms.)

Safeguarding the anaphylactic camper is the combined responsibility of camp staff, the anaphylactic child, and the parents. Parents should do their part by ensuring that medical records are up-to-date and submitted well in advance of

the camp session. They should also reinforce key rules with their allergic children: no sharing food, read labels, always carry EpiPens®, No EpiPen® = No food/drink, PERIOD, and wear MedicAlert® identification. Children should be taught to tell someone when they are having a reaction.

Keeping an anaphylactic camper safe does have its challenges. But with good anaphylaxis management policies and well-entrenched safety habits, life-threatening allergies can be managed at camp. A very positive finding from A Study of 32 Food-Induced Anaphylaxis Deaths in Ontario; 1986-2000, (conducted by Anaphylaxis Canada in 2001 and awaiting publication) supports this belief: the last death reported in an Ontario camp or school occurred in 1994. Between 1986 and 1994 there had been six such deaths.

A heartfelt thanks to all the directors, foodservice and medical staff, counselors, bus drivers, and the families of non-anaphylactic campers, who have gone the extra mile to keep our allergic children safe. Without your efforts, it would be difficult for anaphylactic children to savour the joys of camp life. We appreciate your ongoing support!

Laurie Harada is on the Board of Directors, Anaphylaxis Canada, and also leads the Toronto Anaphylaxis Education Group.

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Children live what they learn

As we start another camp season, these thoughts by Dorothy Law may be useful for directors and camp staff. They have guided many who work with children to help them help their kids to a better summer.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with pity,

they learn to feel sorry for themselves.

If children live with jealousy, they learn to hate.

If children live with apprehension, they learn to fear.

If children live with encouragement,

they learn to be confident.

If children live with praise, they learn to be appreciative.

If children live with acceptance, they learn to love.

If children live with recognition, they learn to have a goal.

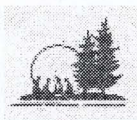
If children live with fairness, they learn justice.

If children live with friendliness,

they learn that the world is a nice place in which to live.



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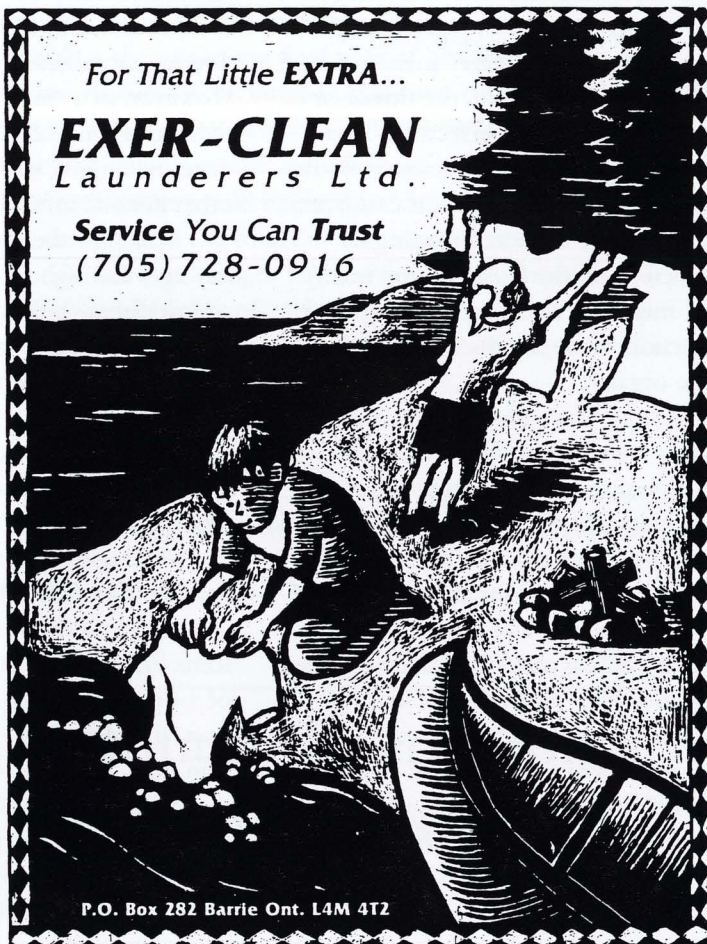
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Meningococcal Disease

Health Canada, Population and Public Health Branch

What is meningococcal infection?

Meningococcal infection is caused by a bacterium known as "meningococcus". Many people (approximately 10% of the population) carry meningococci bacteria at the back of the throat or nose without any ill effects. In rare instances, meningococci overcome the body's natural defences and cause serious diseases, including meningitis (infection of the lining of the brain) and meningococemia, a widespread infection involving the blood and multiple organs.

How is meningococcal infection spread?

Meningococcal infection is not very contagious. The infection is spread from one person to another through a transfer of secretions from the throat or nose during close contact. Kissing, sharing eating utensils, drinking glasses, water bottles, cigarettes or sharing of lipstick can spread the disease. The infection is not acquired by simply being in the same room as an infected person or breathing air where an infected person has been.

Who gets meningococcal disease?

Most people exposed to the bacteria do not easily become infected, and even if infected, the majority do not develop any disease or symptoms. However, in a small number of cases the bacteria invade the body and produce meningitis, meningococemia and other serious infections.

Although the disease can occur at any age, the highest risk for meningococcal disease is among children under one year of age with the next highest risk among teenagers 15 to 19 years of age.

What are the symptoms of meningococcal disease?

Meningitis symptoms commonly include high fever, headache, stiff neck, vomiting and drowsiness. Other symptoms include nausea, vomiting, dislike of bright lights (photophobia), confusion, drowsiness or a small purplish skin rash. In young children, the most noticeable symptoms may be marked behavioural change such as drowsiness, irritability or excessive crying. These symptoms can develop over several

hours or they may take one to two days. In people with meningococemia without meningitis, the headache, neck stiffness and photophobia may be absent but the rash may be extensive, and may be associated with bleeding.

People who have had a sudden onset of these symptoms should contact their doctor immediately or go to a hospital emergency for diagnosis.

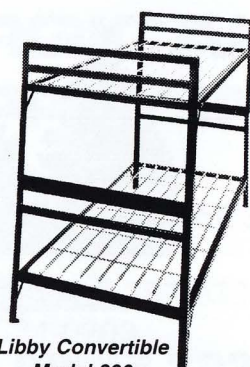
How serious is meningococcal disease?

Meningococcal disease is serious and sometimes fatal. Approximately one in 10 persons who develop the disease may die. In addition, approximately one in 10 persons who recover will experience some long-term effects such as deafness.

What is the treatment for meningococcal disease?

There are effective antibiotics for the treatment of meningococcal disease. It is important that treatment be started as soon as the disease is suspected.

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How can we prevent the disease?

Most cases of meningococcal disease are unexpected and cannot be prevented. During an outbreak situation, preventive measures to reduce the transfer of infected throat or nose secretions, such as not sharing drinks, eating utensils, lipsticks, and cigarettes may help reduce the risk. Regular, frequent handwashing is also a good practice.

Specific antibiotics are recommended to close contacts of the person with meningococcal disease, such as family members, of the infected person's girlfriend or boyfriend, to prevent the development of disease and further spread of the infection.

Vaccines against several meningococci of types are available and may be used in an outbreak situation to provide more broad-based protection, for example in a school or community where there have been cases of meningococcal disease.

How effective are vaccines for meningococcal disease?

Current "polysaccharide" meningococcal vaccines, are 75% to 90% effective in adolescents and adults, approximately 50% effective in children two to 10 years of age, but provide no protection for children under the age of two years. The protective effect of the vaccine is short-lived, lasting two to five years.

New "conjugate" vaccines against group C meningococcus were recently used in mass immunization campaigns in the United Kingdom. These vaccines are safe and provide protection for infants, as well as for older children and adults, and are expected to result in long term protection. These vaccines are not yet available in Canada.

Is meningococcal disease on the rise?

The number of cases of meningococcal disease goes up and down in irregular cycles, with local and regional outbreaks occurring approximately once every 10 to 15 years. The last peak was seen in 1992 when over 400 cases were reported to Health Canada. From 1993 to 1999 the number of cases declined to less than 190 cases per year. During 2000, Alberta experienced an increase in meningococcal C disease. Since January 2001, an increase in meningococcal C disease has also been reported in Manitoba, Quebec and British Columbia.

What strains are causing outbreaks in 2001?

Meningococci are divided into various serogroups, including A, B, C, W135 and Y. Groups B and C meningococci cause most of the disease in Canada. Current outbreaks of meningococcus in Canada are due to "group C," which is vaccine preventable.

This Health Canada Information Sheet on Meningococcal Disease has been reprinted from the Health Canada website. The document can be found at http://www.bc-sc.gc.ca/hpb/lcdc/bid/respdis/infjmen_e.html.

Double cohort: what does it mean for you?

by Patti Thom, Camp Tanamakoon and
Julie Hartley, Centauri Summer Arts Camp

Last month a group of camp directors from a variety of camps met to identify and share thoughts on the issues surrounding the upcoming final year of grade 13. In the course of our discussion, facilitated by Jocelyn Palm, it became apparent that there were vast differences in current hiring practices among camps, including age and salaries, and therefore each camp would be need to identify its own strategies for dealing with the future.

We felt that it might be beneficial to the members for us to list the highlights of our discussion so that each camp could examine how the hiring of their staff might be affected in future years.

1. What does the elimination of grade 13 really mean to the camping industry?

- the difference in needs between high school students and university students (e.g. financial, educational, social, etc.)

See *Double Cohort*, page 11

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Vicarious liability: what does it mean for camps?

by Robin Squires, R.K.Y. Camp, OCA Vice-President

Introduction

The purpose of the law of torts has been defined as the adjustment of losses that arise from the acts of another and to compensate for injuries and other losses that arise from those acts.¹ One significant way in which losses can arise is in a workplace, where a customer may be injured due to the acts of an employee. Historically, in their analyses of these cases, the courts have held that employers can be liable for the acts of their employees where it can be shown that there is a supervisor-supervisee relationship between the two, and it can be shown that the acts occurred during the ordinary course of employment.² This is called “vicarious liability”.

Some recent Canadian case law has begun to expand the breadth of employer responsibility, raising some significant issues for camps. This new treatment by the Courts has opened the door to a huge potential for tort action against the owners/operators of summer camps across Canada, and a need for better practices to prevent such actions as much as possible.

Vicarious Liability for Sexual Torts

Vicarious liability departs from the ordinary in tort law, where typically the one who has fault is responsible under the law. However, the idea that an employer who *has not acted* to cause a harm *should not be held responsible* for that harm is one that the Courts have consistently rejected. The threat of tort liability has been accepted by the Court as a way to encourage better practices on behalf of employers to ensure that their employees are doing their job correctly.³ Recently in Canadian Courts, a number of significant cases have addressed the liability of the employer for sexual assault by its employees. An overview of these cases follows.

Bazley v. Curry.⁴

The leading case about the vicarious liability of employers for sexual assault perpetrated by employees in Canada is *Bazley v. Curry* (Bazley). In the case, a non-profit organization operated residential care facilities for children. The organization checked the employment background of and subsequently hired an employee to work in one of its homes. The employee abused a child in the home, and was eventually charged with 19 counts of sexual abuse. The trial Court and the Court of Appeal found that the employer organization was liable for the employee's conduct, and the employer appealed the ruling to the Supreme Court.

The Court referred to the “Salmond test”⁵ in its discussion of the employer's liability. The test states that where the act is authorized by the employer, or the act is an improper mode of completing an authorized act, then the employer is liable for damages arising from it. The Court found that the act was obviously not authorized by the employer, so it focused on the second part of the test.

In the trial Court, the judge found that the wrong was connected enough to the authorized act to pass the test. The Appeals Court rejected the “improper mode” language of the test, preferring to focus on the degree of connection between the acts in question. They described the test for connectedness as the “power, trust, and the extent to which the employment enabled . . . the wrong.”

Agreeing with the Appeals Court, the Supreme Court rejected the language in the Salmond test. In finding the employer liable, the Court laid out principles to be used by future Courts where case law is inconclusive in its direction:

1) They should openly confront the question of whether liability should lie

against the employer, rather than obscuring the decision beneath semantic discussions of “scope of employment” and “mode of conduct.”

2) The fundamental question is whether the wrongful act is sufficiently related to conduct authorized by the employer to justify the imposition of vicarious liability. Vicarious liability is generally appropriate where there is a significant connection between the creation or enhancement of a risk and the wrong that accrues therefrom, even if unrelated to the employer's desires. Where this is so, vicarious liability will serve the policy considerations of provision of an adequate and just remedy and deterrence. Incidental connections to the employment enterprise, like time and place (without more), will not suffice. Once engaged in a particular business, it is fair that an employer be made to pay the generally foreseeable costs of that business. In contrast, to impose liability for costs unrelated to the risk would effectively make the employer an involuntary insurer.

3) In determining the sufficiency of the connection between the employer's creation or enhancement of the risk and the wrong complained of, subsidiary factors may be considered. These may vary with the nature of the case. When related to intentional torts, the relevant factors may include, but are not limited to, the following:

- a) the opportunity that the enterprise afforded the employee to abuse his or her power;
- b) the extent to which the wrongful act may have furthered the employer's aims (and hence be more likely to have been committed by the employee);
- c) the extent to which the wrongful act was related to friction, confrontation or intimacy inherent in the employer's enterprise;
- d) the extent of power conferred on the employee in relation to the victim;

e) the vulnerability of potential victims to wrongful exercise of the employee's power.⁶

In this way, said the Court, where a random act of an employee takes place on the employer's property and is completely unrelated to the enterprise and the employee's duties, the act likely will not attract liability for the employer. However, where the enterprise itself increases the potential risk, an act committed by an employee during the performance of their assigned duties, even if unrelated to those assigned duties, may attract liability to the employer.

The Court pointed out situations in which liability of the employer could increase in the case of sexual abuse by an employee:

- where the scope of employment creates the opportunity to abuse
- where employees must be alone with a child for extended periods of time
- where duties include the supervision of "intimate" acts like those related to personal hygiene
- where the relationships created by the enterprise encourage power, respect, and authority of adults over children
- where potential victims are particularly vulnerable to such acts by employees
- where "policy considerations . . . justify the imposition of vicarious liability."

The Supreme Court held the employer liable for the act of its employee. It found that the opportunity for abuse was created by the environment and the terms of employment, and the enterprise itself led to the harm. The employer, then, as the creator and manager of the risk, should be made to bear the loss.

*Jacobi v. Griffiths.*⁷

Jacobi v. Griffiths (Griffiths) is a case that was decided at the same time as *Bazley*. It provides an example of a similar sit-

uation that did not attract liability for the employer.

The defendant *Griffiths* was an employee of the Boys' and Girls' Club. In the course of his employment, he befriended two children, a brother and sister. Several incidents of abuse took place in the employee's home and one incident took place in the Club van. The trial Court found the Club vicariously liable, and the appeals Court overturned that judgement. The plaintiffs appealed that decision to the Supreme Court.

In their analysis, the Court distinguished the case from the concurrent decision in *Bazley*. They found that there was an insufficient link between the scope of employment created and the act of the employee. Factors that contributed to the decision included:

- that the organization was recreational, not residential
- there was no "parenting" expectation of employees
- the assaults took place away from the Club
- the assaults took place outside working hours
- the defendant employee was expected to develop a "rapport" with the children, but not a special position of trust
- neither the Club nor the employee had any authority over the children

The Court was divided 4-3 in their decision, however. McLachlan, J., for the dissent, characterized the acts in a very different way. In their opinion, the judges would have found the Club liable because:

- the employee was permitted to supervise and mentor children with out any supervision of his behaviour
- mentoring children by its very nature creates a position of power, respect and authority
- the children that the Club existed to serve were youth-at-risk – a vulnerable group
- the "place and time" of the

assaults cannot be determinative on its own – it must be assessed in context with the rest of the factors contributing to the employee's opportunity

*E.B. v Order of the Oblates of Mary Immaculate in the Province of British Columbia*⁸ (Oblates).

This lower court decision is the most recent significant treatment of the *Bazley* test for sexual abuse in a residential setting. The case was decided at the B.C. Supreme Court level in December of 2001. The case marks a strong shift for the Courts – expanding even further the potential liability of employers.

In the case, a deceased employee of a residential school operated by the defendant Order allegedly assaulted the plaintiff from the age of 7 until he was 11 or 12. The plaintiff was a residential student at the school. The employee was a baker in the school's kitchen.

In 1995, the plaintiff first consulted a psychologist about the effects of his childhood trauma. However, there was no employee against whom to begin action, as the employee died in 1986. Subsequently, the plaintiff began the action against the employer Order for damages in negligence and in vicarious liability.

The Court found the Order vicariously liable for the abuse. The defence focused its argument on the issue of the relationship the employee would have had with the students. They argued that since he was not placed in a position of authority over the students by the employer, his actions were separate from his employment responsibilities and must be treated as such. While he had opportunity through the employment environment to "come into close contact with the plaintiff," his duties did not put him in a sufficiently close relationship with the children to hold the employer liable for abuse flowing from such a relationship.

Applying the test laid out in *Bazley*,

See *Vicarious Liability*, page 10

the Court disagreed. They stated that the case law did not establish that a relationship must be close in order for a finding of vicarious liability. They held that the employment environment caused the opportunity for the abuse for the following reasons:

- despite a lack of assigned authority over the children in the employee's role, children were told to obey staff and show them respect
- the location of the employee's residence was close to the children
- the employee had unrestricted access to everywhere children might be found
- casual friendship with the children by all staff was not discouraged
- supervision of the children was not consistent, and there were times in the day when children would be completely unsupervised
- there was a high ratio of children to staff
- the site was isolated

This is a lower Court decision, and therefore is not determinative. Nonetheless, it represents a significant departure from the principles in *Griffiths* where the Court found that the duties assigned to the employee were determinative of the liability of the employer.

What Is Going On?

In its discussion of the policy rationale for the finding in *Bazley*, the Court points out that by ensuring that costs are borne by the employer, and through them, the insurer, the Court accomplishes two important objectives. First, the injured receives the compensation to which she/he is due. Second, the large costs of some of these judgments can be spread out over the entire industry through the insurance scheme, so that no one employer must bear the full cost. In this way, the Courts are able to both pressure employers and encourage pressure on industries by their insurers to improve practices and avoid recurring problems.⁹

In the second part of this article, Robin Squires will examine the ramifications of vicarious liability for camps. Look for it in the June issue of the *OCA's* *News*!

Robin Squires is not a lawyer. Along with being the Camp Director of R.K.Y. Camp for the Kingston Family YMCA, Robin is a part-time law student at Queen's University. This paper is a summary of a paper he wrote as an assignment for one of his classes. While interesting and important in scope, this paper should not be construed as legal advice. For legal advice, you should always consult a lawyer.

notes

- ¹ Wright, *Introduction to Cases on the Law of Torts*, 4th ed. (1967) in Linden, A.M. & Klar, L.N. *Canadian Tort Law*, (1999: Toronto, Butterworths), p. 1
- ² Linden, A.M. & Klar, L.N., *supra.*, p. 519.
- ³ Linden, *Whatever Happened to Rylands v. Fletcher?*, in Klar, (ed.) *Studies in Canadian Tort Law* (1977), p. 35, in Linden, A.M. & Klar, L.N., *supra.*, p. 500.
- ⁴ *Bazley v. Curry* [1999] 2 S.C.R. 534.
- ⁵ Heuston, R.F.V. & Buckley, R.A., 1992, in *Bazley v. Curry*, *supra.*
- ⁶ *Bazley v. Curry*, *supra.*, at para. 41.
- ⁷ *Jacobi v. Griffiths* [1999] 2 S.C.R. 570
- ⁸ *E.B. v Order of the Oblates of Mary Immaculate in the Province of British Columbia* [2001] B.C.S.C. 1783
- ⁹ *Bazley v. Curry*, *supra.*, at paras. 26-31



congratulates our inaugural

Student Scholarship Winners

Karen Francis

Director, Cave Springs Camp

Mike Stewart

Camp Couchiching

Project Rainbow Year Round 1:1 Counsellor

*in recognition of their contribution to integration and
inclusion in their camp and community*

The 13th Annual

Project Rainbow Conference

June 13th, 2002, Humber College Lakeshore
Send this **\$5 rebate** with your registration!

Call Emma Hupponen at 416.503.0088 x127

*Reach for the Rainbow
Seeing beyond disabilities since 1983*

- impact on other jobs/activities in Ontario
- what does it mean for this year, next year, and five years from now?

2. *What are grade 13 students doing at camp now?*

- are they campers, CITs/LITs or staff?
- what will they be after grade 13 is gone?

3. *What is the position of students and parents?*

- students need to earn more money earlier
- students need experience earlier
- parents need to save more money earlier

4. *What is the effect on qualifications and skills?*

- age requirements for specific certifications
- one less year of skill development
- what will be the effect on CIT/LIT programs?
- will this increase the difficulty in selecting CITs/LITs due to numbers?

5. *What will be the effect on training/pre-camp?*

- a greater percentage of our staff will end the school year in April (effect on income, reputation of the camping industry)

6. *What will the effect be on revenue for camps?*

- will camps have to eliminate a camper year?
- how will this affect payroll?

7. *What steps do we need to take?*

- for our own camps
- for the camping community
- to help students and parents

The discussion was lively and informative and certainly prompted some interesting points of view, including the following:

1) Although the industry is enjoying a bulge of population in camps, the demographics indicate both a reduction in numbers of children in the years ahead as well as the challenge of a growth in diverse populations. Perhaps we need a focused educational thrust to reach diverse communities.

2) Students will be taking on responsibility in their schools at a younger age and therefore will want it at an earlier age at camp. If camps find it necessary to drop their age for counsellors, there would be a loss of revenue because of the loss of campers at the top end. Will there be enough campers coming in at the bottom to compensate for the impending decline in children at the top end?

3) Many staff will be graduating early next winter. Will camps be able to offer the long-term contract work sometimes necessary to attract large numbers of these students back to camp, or will the industry lose more to the increased trend of travel?

4) It is a fact that students require more money to attend university. Are camps preparing now to pay higher salaries at

a younger age? Are there other things which camps have to offer staff in lieu of money?

5) How do camps hang on to their staff? Perhaps it is time for us to make a concerted effort as an industry to educate our staff, their parents, and the public in general on the values of being a camp counsellor.

We encourage you to take a look at your own camp and to see if and how the elimination of grade 13 may affect your future. You may find it useful to talk with your staff and parents as well as other camps with similar hiring procedures. Be proactive and plan ahead!

Special thanks to Jocelyn Palm for hosting the Round Table discussion and to her staff for their help with the above format for discussion.

Standards visits reminder

by John Zachariah, OCA Production Secretary

Are you getting a standards visit this summer? Are you going to visit a camp for a standards visit? Remember that the OCA office staff are here to make those visits go smoothly. So don't forget:

1) If your camp is **receiving a visit**, make sure you have:

- the director's checklist
- a director's summation form
- a five-page tricolour answer sheet for either day or residential camps, depending on the program you offer
- an archives package

2) If you are **visiting a camp**, make sure you have:

- a visitor's checklist
- a visitor's summation form

3) If you are a **first-time visitor**, make sure you have:

- a first-time visitor's checklist
- a first-time visitor's summation form (new this year!)

If you don't have these forms, call the OCA office and we will send them to you. You **NEED** them for the Standards Visit!

The OCA office sent a Standards Visit RSVP Form to every camp receiving a visit. Once camps and visitors have set the date of the visit, the camp should fax the RSVP form to the OCA office – the number is 416-485-0422.

Sometimes, for one reason or another, these arrangements do not get made; so, starting in mid-July, we will call any camp from which we have not received an RSVP form, and prompt them to arrange a date for the visit and confirm it with the office.

Finally, the job of OCA staff during the summer is to support camps and visitors in completing standards visits successfully. Do not hesitate to call the office if you have a problem that needs to be solved, or need information. If we can't help, we will find someone who can.

Have a good summer!

Classifieds

For Sale: Three 22-foot "Pathfinder" canoes. Seat as many as eight (or as few as four) in these easily manageable boats. A great way to introduce a big canoe program for older youth as well as new paddlers. New ash gunwhales, thwarts and seats. Priced individually at \$1500 or all three for \$4000. Call Karne at 613-353-2557.

BUNK BEDS FOR SALE. Camp-style steel bunk beds are available. \$70.00. Call Adam at Camp White Pine, 416-322-6250.

Annual Tim Heming Golf Tournament & BBQ. Golf, Thursday, May 23, 2002, 1:00 pm at the Beaverbrook Golf Course, Minden, ON. BBQ follows at Sunny Rock Bed & Breakfast. \$55 for 9 holes of golf and BBQ, \$25 for BBQ only. For information and registration call Sally Moore at 705-286-4922 or email info@sunnyrock.on.ca.

Tournament of Dreams

by Brandon Frimet and Adam Miller

There is only one place to be this July 21st and it is the 7th annual Tournament of Dreams at Camp Robin Hood. Tournament of Dreams is the annual camp counsellor charity softball tournament for Summer Dreams, a charitable organization that helps raise money to send underprivileged children to OCA-accredited camps. It was founded in 1994 by Robin Hood alumni and to date has raised over \$50,000.

Last summer was our most successful tournament to date raising over \$2500 for the charity. The Tournament started in 1996 when Jason Zweig, then a staff member at Camp Robin Hood, wanted a fun way to raise money for Summer Dreams. The Tournament of Dreams is now the event of the summer for all those who have participated in its past; last year six OCA camps took part in the event.

This summer the tournament is going to be expanding to include 3-on-3 basketball, tennis, as well as beach volleyball. We are inviting all OCA camps to participate in this exciting day. The softball tournament fills up very quickly because of the limited spaces; however, there are no limits to the other three sports. If you are interested in participating in this annual fun-filled day call Brandon Frimet at 905-709-4214, or Adam Miller at 905-881-4996. Or you can visit our web site at www.summerdreams.i8.com.

To learn more about Summer Dreams to visit their website at www.summerdreams.ca.

Spring
is
in the
air



Camp Health Care Workshop

May 25, 2002, Seneca College – King Campus, King City, ON

The OCA Camp Health Care Workshop offers camp health care staff, camp directors, and senior staff valuable current health information, suggestions for the management of camp health programs, and an opportunity to network with experienced health care staff. This year's clinical focus will include sports injuries and updates on vaccinations.

www.ontcamp.on.ca/healthcare02.html

Spring Training Conference

May 25, 2002, Seneca College – King Campus, King City, ON

The OCA Spring Training Conference helps to prepare camp counsellors and senior staff for another great summer. It's an ideal opportunity for camp staff to learn from each other and exchange ideas.

Session topics include Storytelling, Climate Setters, Rainy Day Activities, Program Adaptation, Behaviour Management, Camp Craft, and Games, Games, Games! With prizes, lunch and exciting keynote speakers, this is an event that counsellors and senior staff won't want to miss.

www.ontcamp.on.ca/springtraining02.html

Skills Weekend

June 7-9, 2002, Camp Northland – B'nai Brith, Haliburton, ON

Skills Weekend offers intensive training in a specific skill for staff in the camping and recreation field. Participants choose a stream in which they participate for the length of the weekend. This year's streams include Theatre/Drama and Music; Eco and Environmental Education; Program Potpourri; Trust, Initiatives and Ropes; Crafts and Culture; Leadership; and Outtripping, as well as certifications in Wilderness First Aid, ORCA Canoeing and ORCA Kayaking.

www.ontcamp.on.ca/skills02.html