**Literature Review**

**Why siblings?**
- Illness becomes a central, defining factor of family life. Siblings often grieve by themselves and ultimately assume caregiving roles to compensate for the change in the family dynamic (Chesler & Barbarin, 1987, Karampela, Hatira, & Damigos, 2010).
- Primary issues of the sibling experience include: observing their ill sibling undergo emotional and physical suffering; feelings of guilt and jealousy; lack of parental attention, isolation or decreased opportunity to engage in everyday activities (e.g., leisure and peer relationships); a perceived commitment to “take care of” other family members; and a lack of information about the nature of the disease (Barlow & Ellard, 2006; Karampela et al., 2010).
- Siblings of those with pediatric chronic illness have proven to be at increased risk more often than presenting no risk or positive outcomes (Williams et al., 2009).
- Disease severity has been associated with an increased risk of sibling maladjustment (Barlow & Ellard, 2006).
- There is a need for consistent, therapeutic social support to help siblings cope with the diagnosis and adapt to the change in one’s family dynamic (O’Reilly, Duffy, & Nickell, 2008).

**Why camp?**
- Self-reported health-related quality of life (HRQOL) significantly increased in emotional, social, school, and psychosocial domains after attending camp (Pucknall et al., 2008).
- Camp allows participants to acknowledge their feelings as “normal” and gain a source of support that they did not have before (Cread, Raffin, & Ward, 2001). Improve one’s social confidence and knowledge of an illness (Hancock, 2011); and perceive themselves in a more positive light (Murray, 2001).

**Method**

- **Staff survey.** November 2015: Two opened-ended questions were administered to all Hole in the Wall Gang Camp staff members and Hospital Outreach Program managers.
  - (1) In your opinion, what is the purpose of siblings’ attendance at The Hole in the Wall Gang Camp?
  - (2) What benefits do you think siblings receive from attending camp?
  - Names were not recorded to ensure confidentiality. Seventy-six individuals completed the survey. Results informed the camp survey.
- **Camper survey.** Summer 2016: Three open-ended questions were included in a survey administered to the campers on the last day of the Hero’s Journey program:
  - (1) What is the most important thing you have learned about yourself over the course of the Hero’s Journey program this week?
  - (2) How (if at all) might the Hero’s Journey experience influence the ways you interact with your family when you get back home?
  - (3) How (if at all) might the Hero’s Journey experience influence the ways you think about or deal with your sibling’s medical issues? 
- **Data analysis.** Analysis was guided by Auerbach and Silverstein’s (2003) grounded theory approach. Questions served as a primary organizing theme (Teutsch, 1990). While reading camper responses, themes were identified, established as categories, named and defined. Each individual response was coded as present (1), absent (0), or missing (.)
- **Preparation of data.** Themes were defined and organized. These themes were then compared to the literature. The ability to overcome problems or adversity and how one acts towards others (Barlow & Ellard, 2006; Karampela et al., 2010).
- **Analysis.** Analysis was guided by Auerbach and Silverstein’s (2003) grounded theory approach. Themes were defined and organized. These themes were then compared to the literature. The ability to overcome problems or adversity and how one acts towards others.