

## Programming and Intervention Considerations Research

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#### **Leisure education in educational settings: From instruction to inspiration**

Sivan, A., (2008). Leisure education in educational settings: From instruction to inspiration. *Society and Leisure*. 31(1). 49-68. doi: 10.1080/07053436.2008.10707769

Leisure education is a significant process for enhancing people's quality of life. Underpinned by the perceived contrasting and yet complementing relationships between leisure and education, leisure education is advocated to be undertaken in educational settings. Rapid developments of trends in leisure patterns and perceptions together with a growing demand for schools to develop lifelong and life-wide learning and to facilitate learning for enjoyment have brought with them the need to further develop this process. Despite the growing advocacy for leisure education in schools, it has not been broadly implemented. The present paper examines the process of leisure education in schools, highlights the challenges associated with it and provides responses and implications for future directions. These relate to internal issues of curriculum planning and organization, teacher preparation and pedagogy and external issues of global changes and the impact of different socialization agents on children and adolescents' leisure and development.

*Keywords: leisure education, schools, education, advocacy*

#### **Nature-based recreation and spirituality: A complex relationship**

Heintzman, P. (2009). Nature-based recreation and spirituality: A complex relationship. *Leisure Sciences*, 32(1), 72-89. doi:10.1080/01490400903430897

This article examines empirical studies and theoretical models that explain the complex relationship between nature-based recreation and spirituality. Antecedent conditions include personal history, current circumstances, attitude, motivation, socio-demographic characteristics, and spiritual tradition. Setting components include being in nature, being away to a different environment, and place processes. Recreation components include activity, free time, solitude,

group experiences, and facilitation. The article further explains how these conditions and components may lead to outcomes of spiritual experiences, spiritual well-being, and leisure-spiritual coping. Previous models have not taken into account the complexity of the nature-based recreation and spirituality relationship. Recommendations are made for future research and model development.

*Keywords: nature, outdoor recreation, spirituality, research, theory*

### **The spiritual benefits of leisure**

Heintzman, P. (2009). The spiritual benefits of leisure. *Leisure/Loisir*, 33(1), 419-445.  
doi:10.1080/14927713.2009.9651445

A comprehensive examination of the spiritual benefits of leisure is long overdue as this topic has not been thoroughly addressed since McDonald and Schreyer's (1991) significant chapter titled "Spiritual benefits of leisure participation and leisure settings." This paper provides an integrated, critical synthesis of empirical studies related to the spiritual benefits of leisure that have been published in the last 18 years. After discussing the conceptualization of spiritual benefits, the paper reviews empirical research on the leisure benefits of spiritual experience, spiritual well being, and spiritual coping with stress, as well as research on the leisure factors that produce spiritual benefits. Progress has been made in each of these areas but further research is needed in at least 10 specific areas. Implications for recreation practitioners are explained.

*Keywords: spiritual benefits, spirituality, leisure, research, theory*

### **Toward A quality leisure experience: The practice of mindfulness**

Gim, J. (2009). Toward A quality leisure experience: The practice of mindfulness. *World Leisure Journal*, 51(2), 105-109. doi:10.1080/04419057.2009.9674592

Mindfulness practice is a self-observing contemplative practice originally derived from the ancient Buddhist tradition. In this tradition, our ordinary state of consciousness is viewed as being limited and distracted by others. The practice releases us from the busy 'prison' state and leads to the state of being awake and liberated, making it possible for us to live our lives with a full spectrum. The purpose of this paper is to introduce the essential process of mindfulness

practice and its relationship to leisure. The main ideas of this paper are two-fold. First, contemplative practice is the essence of leisure. Second, contemplative practice produces a quality leisure experience. For the former, the ancient meaning of the word ‘leisure’ is investigated in its relationship to contemplation. For the latter, mindfulness practice is viewed in terms of the original sutra, and the therapeutic effects and benefits of this practice are discussed in some specific cases. As a result of the analysis, this paper finds that mindfulness practice creates a special experience which has profound relevance to the quality of leisure such as choice, freedom, tranquility, flow, satisfaction and positive outcomes. It creates not only internal balance but also wellbeing, the positive sense of health. As leisure professionals, this study suggests, in conclusion, that we need to restore the essence of leisure—the contemplative quality—reclaiming our leisure-identity and significant role in a world obsessed by the ‘rapids.’

*Keywords: mindfulness practice, contemplation, quality leisure experience, active rest*

### **Leisure education: definition, aims, advocacy, and practices - are we talking about the same thing(s)?**

Sivan, A., & Stebbins, R. A. (2011). Leisure education: definition, aims, advocacy, and practices - are we talking about the same thing(s)?. *World Leisure Journal*, 53(1), 27-41. doi: 10.1080/04419057.2011.552216

This paper centres on leisure education. It looks at the way leisure education has been defined, advocated, and implemented. While examining the “What”, “Why” and “How” questions of leisure education that have been mostly raised in the West, it brings to light additional perspectives from Asia. The paper points to the possible fluidity of the term “leisure education”, the sometimes all-encompassing nature of its definition, and the gap between its advocacy and implementation. It further draws attention to recent trends in Asia that could potentially facilitate a successful adoption of leisure education. Calls are made for further investigation of perceptions of leisure education and its practices internationally.

*Keywords: education, leisure, leisure education*

### **Taking leisure seriously: New and older considerations about leisure education**

Kleiber, D. A. (2012). Taking leisure seriously: New and older considerations about leisure education. *World Leisure Journal*, 54(1), 5-15. doi:10.1080/04419057.2012.668278

The subject of leisure education has ancient intellectual roots similar to those of leisure itself; and the attention to the subject within the World Leisure establishment dates back to the beginning of that organisation as well. But while the rationale for leisure education (education in, through, and about leisure) has been well developed and its approaches well documented, its purposes have not been critically examined. This paper examines flow and serious leisure as important objectives for educational interventions in the context of leisure, but it cautions against an overvaluing of these purposes to the exclusion of others. It asserts the need to educate about other leisure qualities, including relaxation, exploration, appreciation, and sociability that are at least as important to subjective wellbeing and to personal and community development. While discrimination of interest and focus of attention are appropriately addressed in leisure education, resisting an excessive narrowing of leisure repertoires and cultivating a relaxed openness to experience are also consistent with long-held leisure ideals.

*Keywords: leisure education, leisure history, flow, serious leisure, relaxation, development*

### **Therapeutic recreation in education: Considerations for therapeutic recreation practitioners, school systems, and policy makers**

Hawkins, B., Cory, L., McGuire, F., & Allen, L. (2012). Therapeutic recreation in education: Considerations for therapeutic recreation practitioners, school systems, and policy makers. *Journal of Disability Policy Studies*, 23(3), 131-139. doi:10.1177/1044207311418659

Although therapeutic recreation (TR) services are provided in many different health and human service sectors, TR struggles with gaining acceptance by other human service fields, demonstrating efficacy of services, and inclusion in various disability policies, specifically within special education. There are many explanations for the underrepresentation such as poor advocacy for TR services, lack of specification in educational policy, and unresolved philosophical differences in the profession. This article provides an overview of the TR profession, the policies that enable the use of TR services, and how TR services can contribute to the educational outcomes of students with disabilities. Recommendations for improving the representation of TR services within special education services are also discussed.

*Keywords: therapeutic recreation, special education, educational policy*

### **A meta-analysis of adventure therapy outcomes and moderators**

Bowen, D. J., & Neill, J. T. (2013). A meta-analysis of adventure therapy outcomes and moderators. *The Open Psychology Journal*, 6, 28-53. doi: 10.2174/1874350120130802001

This study reports on a meta-analytic review of 197 studies of adventure therapy participant outcomes (2,908 effect sizes, 206 unique samples). The short-term effect size for adventure therapy was moderate ( $g = .47$ ) and larger than for alternative (.14) and no treatment (.08) comparison groups. There was little change during the lead-up (.09) and follow-up periods (.03) for adventure therapy, indicating long-term maintenance of the short-term gains. The short-term adventure therapy outcomes were significant for seven out of the eight outcome categories, with the strongest effects for clinical and self-concept measures, and the smallest effects for spirituality/morality. The only significant moderator of outcomes was a positive relationship with participant age. There was also evidence that adventure therapy studies have reported larger effects over time since the 1960s. Publication bias analyses indicated that the study may slightly underestimate true effects. Overall, the findings provide the most robust meta-analysis of the effects of adventure therapy to date. Thus, an effect size of approximately .5 is suggested as a benchmark for adventure therapy programs, although this should be adjusted according to the age group.

*Keywords: adventure therapy, meta-analysis, program evaluation, treatment effectiveness*

### **Experience-based recreation therapy practice: Documentation, evaluation and program re-design in the Sunnybrook practice model for recreation therapy**

Bowers-Ivanski, N., & Stephens, L. (2014). Experience-based recreation therapy practice: Documentation, evaluation and program re-design in the Sunnybrook practice model for recreation therapy. *Therapeutic Recreation: Practice & Research Journal of Therapeutic Recreation Ontario*. 9, 32-45.

A desire to practice in a more resident-focused way prompted the Recreation Therapy team at Sunnybrook Health Sciences Centre to move its practice away from an activity-focused model of care to an experience-based model of care. This experience-based model revolves around a series

of quality indicators that describe the experience and meaning of participation for residents in Recreation Therapy. The focus of this paper is to describe how we advanced patient-focused aspects of Recreation Therapy practice beyond the resident experience, and to demonstrate how we incorporated the quality indicators into program development, program planning, documentation and evaluation. These processes ensure residents' lived experiences are present in all aspects of Recreation Therapy practice at Sunnybrook.

*Keywords: recreation therapy, quality indicators, program development, program planning, documentation, evaluation*

### **An interdisciplinary team approach to fitness in long-term care**

Swartz, M., & Rose, K. (2015). An interdisciplinary team approach to fitness in long-term care. *Therapeutic Recreation: Research & Practice Journal of Therapeutic Recreation Ontario*. 10, 99-115.

The Ministry of Health and Long-Term Care (MOHLTC) recently outlined new requirements, whereby therapeutic recreation staff are required to deliver exercise programs for all long-term care (LTC) residents (MOHLTC, 2013). In order to meet this requirement without reducing current program options, therapeutic recreation staff at Baycrest implemented an interdisciplinary Gentle Fitness Program, which incorporated personal support workers (PSWs) in the delivery of the Gentle Fitness Program in the LTC facility. Three months after the program commenced, an evaluation was conducted to assess whether any culture changes had resulted in the units receiving the program. A qualitative research study was conducted involving interviews with residents and PSWs participating in the Gentle Fitness Program. Demographic information for both groups regarding mean age, mean years of education, number of languages spoken, and primary language was gathered. A thematic content analysis was then conducted on the transcribed interviews. Four main themes were identified: (1) the positive impact of the Gentle Fitness Program; (2) barriers perceived in PSW delivery of the Gentle Fitness Program; (3) culture change associated with the Gentle Fitness Program; and (4) government impact on fitness in LTC. Overall, the findings showed that following implementation of the Gentle Fitness Program, there was a greater sense of community and respect between the residents and PSWs, as the PSWs were not viewed exclusively in an assistive role for activities of daily living. Both groups expressed great appreciation for therapeutic recreation services and demonstrated understanding that program changes were a direct result of government mandates.

*Keywords: therapeutic recreation, gentle fitness, interdisciplinary team approach, culture change*

### **Multisensory environments as an interprofessional resource**

Brown, A. (2015). Multisensory environments as an interprofessional resource. *Therapeutic Recreation: Research & Practice Journal of Therapeutic Recreation Ontario*. 10, 25-33

Multisensory environments are described as an interdisciplinary resource to support patients' needs in complex continuing care. This article offers a description of multisensory environments as well as their concepts, and how they can be used as a program resource for therapeutic recreation professionals who work on interdisciplinary teams. The process of implementing a sensory program is explained from assessment through to documentation including the achievement of goals and outcomes as observed by the interprofessional team. An interdisciplinary resource, such as multisensory environments, can be utilized effectively in many different ways. The healthcare team can identify common goals that can be achieved through the use of shared resources, or interventions can be delivered collaboratively to maximize the results from all professions. In order for this to be successful, specifically with the use of multisensory environments, all professions need to be trained and educated on the concepts of multisensory environments, and work in an interprofessional setting.

*Keywords: multisensory environments, complex continuing care, interprofessional collaboration*

### **Practitioner reflections on Sunnybrook recreation therapy relational case review**

Hall, A., & Mark, N. (2015). Practitioner reflections on Sunnybrook recreation therapy relational case review. *Therapeutic Recreation: Practice & Research Journal of Therapeutic Recreation Ontario*. 10, 43-49.

The following paper contains an overview of a guided recreation therapy relational case review process (cf. Briscoe & Arai, forthcoming) at Sunnybrook Health Sciences Centre in Toronto. The relational case review entails reviewing a current relationship a specified recreation therapist is having with a resident or client that they choose to discuss with their peers. The case review is based on relational theory, which is the development of individuals through relationships (Briscoe, 2012). The themes that come from relational theory and in our relational case review

process is connection, disconnection and reconnection. Connection with clients is the initial goal of our practice in building a mutually beneficial relationship with our clients. The disconnection can occur through troubling psychological experiences within the relationship including dominance of one person over the other and negative feelings. Reconnection comes from overcoming the disconnection and taking actions to rebuild a connection in areas where problems occurred (Briscoe, 2012). This paper includes a description of the origins of the relational case review process, and reflections on this process by the narrator and one participant from the recreation therapy team. Finally we reflect on the outcomes of the process and include recommendations and conclusions.

*Keywords: relational case review, recreation therapy, relational theory, connection, disconnection, reconnection*

### **Mindfulness and mood stimulate each other in an upward spiral: A mindful walking intervention using experience sampling**

Gotink, R., Hermans, K., Geschwind, N., Nooij, R., Groot, W., & Speckens, A. (2016). Mindfulness and mood stimulate each other in an upward spiral: A mindful walking intervention using experience sampling. *Mindfulness*, 7(5), 1114-1122. doi:10.1007/s12671-016-0550-8

The aim of this study was to explore the feasibility and effectiveness of mindful walking in nature as a possible means to maintain mindfulness skills after a mindfulness-based cognitive therapy (MBCT) or mindfulness-based stress reduction (MBSR) course. Mindful walking alongside the river Rhine took place for 1, 3, 6, or 10 days, with a control period of a similar number of days, 1 week before the mindful walking period. In 29 mindfulness participants, experience sampling method (ESM) was performed during the control and mindful walking period. Smartphones offered items on positive and negative affect and state mindfulness at random times during the day. Furthermore, self-report questionnaires were administered before and after the control and mindful walking period, assessing depression, anxiety, stress, brooding, and mindfulness skills. ESM data showed that walking resulted in a significant improvement of both mindfulness and positive affect, and that state mindfulness and positive affect prospectively enhanced each other in an upward spiral. The opposite pattern was observed with state mindfulness and negative affect, where increased state mindfulness predicted less negative affect. Exploratory questionnaire data indicated corresponding results, though non-significant due to the small sample size. This is the first time that ESM was used to assess interactions between state mindfulness and momentary affect during a mindfulness intervention of several

consecutive days, showing an upward spiral effect. Mindful walking in nature may be an effective way to maintain mindfulness practice and further improve psychological functioning.

*Keywords: mindfulness, nature, experience, mood*

### **Meanings of participation in a leisure arts pottery programme**

Genoe, M. R., & Liechty, T. (2017). Meanings of participation in a leisure arts pottery programme. *World Leisure Journal*, 59(2), 91-104. doi:10.1080/16078055.2016.1212733

Participation in creative arts programmes can have many benefits for both individuals and communities. Extant literature demonstrates that engagement in creative arts and crafts can enhance well-being, self-expression, and community involvement. Little research, however, has explored the meanings of participation in community-based leisure arts programmes in general; and there is a paucity of research investigating the meanings of participation in ceramics specifically. The purpose of this article is to explore the meaning of participation among students engaged in a community-based leisure arts pottery programme. Using a qualitative approach, we interviewed 14 pottery students to inquire into the meanings they attributed to engagement in pottery itself as well as being part of the community-based programme. Interviews were audio-recorded, transcribed, and analysed through initial and focused coding and constant comparison. Meanings of participation in the programme included having a creative outlet; building social connections; and self-care and personal growth. Participants valued the process of creating pottery and developing their skills over the final product and appreciated the opportunity to build friendships outside of work and to be part of a community of potters. The findings support previous research regarding benefits of creative arts, provide insight into the meanings of engaging in pottery specifically, and highlight the need for recognition of the role of community arts programmes for individual's well-being.

*Keywords: community-based programming, creativity, leisure arts, pottery, qualitative research*