

## Theory of TR Practice

### TRO Research Hub: TR-Related Literature

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#### **Building a life of meaning through therapeutic recreation: The leisure and well-being model, part I**

Carruthers, C., & Hood, C. D. (2007). Building a life of meaning through therapeutic recreation: The leisure and well-being model, part I. *Therapeutic Recreation Journal*, 41(4), 276-297.

A significant paradigm shift is occurring within health and human services that has the potential to shape the future of therapeutic recreation. Under the old paradigm the primary focus of health and human services was on deficit reduction (Benson, 1997; Frisch, 2006) or the amelioration of problems (Pollard & Rosenberg, 2003). Over time, however, there has been an increasing awareness that the elimination of deficits or problems alone does not result necessarily in healthy, competent, vibrant people or communities. The focus of the new paradigm is on understanding and cultivating the strengths and capacities of individuals, and the institutions and society that allow them to thrive (Seligman & Csikszentmihalyi, 2002) and to move towards well-being. The profession of Therapeutic Recreation (TR) has the opportunity to play an important role in supporting clients to create a life of meaning, in spite of challenges and limitations. However, the potential role of TR in this process of building capacity and the theoretical support needed has not been articulated clearly in the field. As such, this article will introduce a contemporary service delivery model of TR (The Leisure and Well-Being Model) and will provide theoretical and empirical support for the role of TR in adopting well-being as the desired outcome of service.

*Keywords: well-being, positive emotion, resources, strength-based practice, theory-based practice, leisure, therapeutic recreation*

## **Enhancing leisure experiences and developing resources: The leisure and well-being model, part II**

Carruthers, C., & Hood, C. D. (2007). Enhancing leisure experiences and developing resources: The leisure and well-being model, part II. *Therapeutic Recreation Journal*, 41(4), 298-325.

A focus on the promotion of well-being is a valuable perspective for therapeutic recreation (TR) practice. The importance of positive emotion and the cultivation of one's capacities as avenues through which to strengthen well-being are well supported in the literature and provide the foundation for a service delivery model focused on well-being as the outcome of service – the “Leisure and Well-Being Model” (LWM). This article, building upon part 1, provides in-depth descriptions and discussion of the components of TR service are (a) to increase the value of leisure in building resources, creating positive emotion, and cultivating one's full potential (Enhancing Leisure Experience), and (b) to provide psycho-educational interventions that facilitate resource development. The LWM provides the profession with a theoretical framework for practice that focuses on mobilizing clients' resources and strengths toward their own desires futures.

*Keywords: well-being, positive emotion, resources, strength-based practice, theory-based practice, leisure, therapeutic recreation*

## **Leisure-spiritual coping: A model for therapeutic recreation and leisure services**

Heintzman, P. (2008). Leisure-spiritual coping: A model for therapeutic recreation and leisure services. *Therapeutic Recreation Journal*, 42(1), 56-73.

This paper synthesizes theory and research findings on leisure, stress, and spiritual coping into a conceptual model of leisure-spiritual coping. Spiritual coping refers to the ways that people receive help from spiritual resources (e.g., higher power, spiritual practices, faith community) during periods of life stress, whereas leisure-spiritual coping is spiritual coping that takes place within the context of an individual's leisure. The model takes into account spiritual appraisals (e.g., attribution), person factors (e.g., religious doctrines, religious orientation), leisure-spiritual coping behaviours (e.g., sacralisation, grounding, contemplative leisure, time and space, being away), leisure-spiritual coping resources (e.g., connections with nature, others, and transcendent other), and meaning making (e.g., life purpose, transformation, growth). The model, illustrated by a case study, will be of benefit to therapeutic recreation practitioners as they work with people experiencing stress, as well as to research as it can guide hypothesis development and provide

framework for the investigation of specific pathways that link the various spiritual and leisure constructs.

*Keywords: leisure, spiritual coping, stress, leisure-spiritual coping behaviours, leisure-spiritual coping resources, meaning-making, transformation*

### **Flourishing through leisure: An ecological extension of the leisure and well-being model in therapeutic recreation strengths-based practice**

Anderson, L. S., & Heyne, L. A. (2012). Flourishing through leisure: An ecological extension of the leisure and well-being model in therapeutic recreation strengths-based practice. *Therapeutic Recreation Journal*, 46(2), 129-152.

This article describes a model for strengths-based therapeutic recreation practice called Flourishing Through Leisure: An Ecological Extension of the Leisure and Well-Being Model (Anderson & Heyne, 2012), which is founded on the theories presented in the companion article in this issue, “Theories That Support Strengths-Based Practice in Therapeutic Recreation.” The new model is an extension of the Leisure and Well-Being Model developed by Carruthers and Hood (2007) and Hood and Carruthers (2007), broadened to embrace the ways in which environmental or contextual factors contribute to well-being and to include the domain of spirituality as an area of focus for therapeutic recreation. Grounded strongly in the ecological approach and the social model of disability, the Flourishing Through Leisure Model situated the person in the environment and outlines the scope of therapeutic recreation practice to include services directed not only toward helping the person but also toward changing social and physical environments.

*Keywords: well-being, leisure, strengths approach, social model of disability, ecological approach, therapeutic recreation practice models*

### **Organized leisure experiences of LGBTQ youth: Resistance and oppression**

Theriault, D. (2014). Organized leisure experiences of LGBTQ youth: Resistance and oppression. *Journal of Leisure Research*, 46(4), 448-461.

This study examined the organized leisure experiences of young people who identify as lesbian, bisexual, gay, transgender, and queer (LGBTQ). Data were gathered through interviews, participant observation, and review of program documents at an organized leisure program for LGBTQ youth. Findings illustrate that participants experience oppression due to their sexual identities, which manifested as both a lack of educational resources and social isolation. Two lines of resistance emerged as significant – individual acts (e.g., sharing stories of being a marginalized person) and organizational acts such as leisure-based activities. The importance of attending to the complexity of resistance in leisure research and practice is discussed.

*Keywords: LGBTQ, oppression, power, queer, social justice*

### **Therapeutic recreation and disability studies: Seeking an alliance**

Sylvester, C. (2014). Therapeutic recreation and disability studies: Seeking an alliance. *Therapeutic Recreation Journal*, 48(1), 46-60.

The disciplines of therapeutic recreation and disability studies are committed to studying and acting on the effects of disability in the lives of people. Ironically, there is little intersection between the two disciplines, which is the result of their fundamentally different approaches to disability. This analysis examines the detachment between therapeutic recreation and disability studies. After an introduction to its origin, principles, and main themes, the status of disability studies in therapeutic recreation is assessed by a selective review of literature. Key implications from the framework of the International Classification of Functioning, Disability, and Health are then addressed, followed by recommendations. An alliance with disability studies would enable therapeutic recreation to better understand and serve disabled people while bringing therapeutic recreation into the body of disability studies.

*Keywords: therapeutic recreation, disability studies, social model of disability, recreation inclusion, bio-psycho-social*

### **Flow theory and therapeutic recreation: A description of certified therapeutic recreation specialists' use of flow theory in TR service delivery**

Stevens, A. (2015). Flow theory and therapeutic recreation: A description of certified therapeutic recreation specialists' use of flow theory in TR service delivery. *Therapeutic Recreation: Research & Practice Journal of Therapeutic Recreation Ontario*. 10, 90-98.

Flow theory is used in therapeutic recreation (TR) practice to create experiences of optimal enjoyment, which then lead to personal growth. However, there is research indicating that theories are not used frequently enough in TR practice and that enjoyment is seen as an outcome of services and is not included in the assessment, planning, implementation, and evaluation (APIE) stages of therapeutic recreation service delivery (Hutchinson, LeBlanc, & Booth, 2006). Using a qualitative descriptive approach, this study looked at how Certified Therapeutic Recreation Specialists (CTRS) used flow theory in their practice. Specifically, we looked at how participants use flow theory within practice, why they chose to use flow theory in their practice, the barriers that hinder participants use of flow theory in their practice, and what assists participants to be able to use flow theory in their practice were examined. Implications for TR practice include the importance of the therapist's knowledge and interest in flow theory, education about flow theory, and how flow theory can be included in the whole process of TR service delivery.

*Keywords: flow theory, therapeutic recreation service delivery, enjoyment, therapeutic recreation process*

### **Positive psychology and leisure education**

Dattilo, J. (2015). Positive psychology and leisure education. *Therapeutic Recreation Journal*, 49(2), 148-165.

The purpose of this paper is to present a balanced and systematic leisure education service model grounded in positive psychology principles that are applied across diverse audiences and in various venues that is designed to facilitate the interrelated positive experiences of leisure, happiness, and flourishing (cf. Dattilo, 2015). Six principles help leisure educators work together with participants along with their families, friends, and communities so that they experience leisure, are happy, and flourish: These principles include intrinsic motivation, self-determination, flow, arousal, savouring, and positivity. The term *leisure education* describes a multifaceted, dynamic process that promoted exploration of perspectives and opportunities intended to develop

an ethic of positivity and savouring that is conducive to flow, arousal, and leisure. Leisure-related knowledge, and encourage skill development that enhances self-determination by meeting needs for autonomy, competence, and social connections, which are influenced by a variety of factors and people including family members, educators, leisure service providers, and neighbors. Leisure education includes programs specifically intended to empower people to experience leisure and happiness and ultimately flourish and it includes information infused throughout services to encourage the positive experiences.

*Keywords: leisure education, positive psychology, service delivery model*

### **Re-imagining inclusive, existential approaches to spirituality in therapeutic recreation**

Lyons, K. J., & Lopez, K. J. (2015). Re-imagining inclusive, existential approaches to spirituality in therapeutic recreation. *Leisure/Loisir*, 39(2), 215-234. doi:10.1080/14927713.2015.1086586

In this conceptual paper we make a case for frameworks of spirituality and spiritual practice in Therapeutic Recreation (TR) to be broadened in order to be supportive and inclusive of all forms of beliefs and practice. While acknowledging contributions that Christian-Judeo models have made to spiritual practice in TR settings, our paper illuminates a need for grounding approaches to discussing, exploring, and fostering spirituality in the context of TR, particularly to address diversity through a framework that is complementary of individuals with an array of spiritual beliefs and practices. This critique is primarily an effort to re-shape TR landscapes, beyond Christian-Judeo frameworks that dominate spirituality literature in TR, to address spiritual diversity and accessibility for individuals who embrace non-dominant spiritual practices. In this paper, Purdy and Dupey's (2005) Holistic Flow Model and Howe-Murphy and Murphy's (1997) Consciousness Paradigm are synthesized to reflect an umbrella under which diverse spiritual approaches can flourish in TR contexts where traditional, dominant TR practices keep spirituality at the periphery. We advocate for an existential framework to ground this understanding of spirituality in settings where TR is practiced to inform a holistic leisure practice between individuals and with TR partners in care. To support these aims for an existentially grounded, spirituality-driven approach in TR, we describe how care partners can support spiritual explorations with others for all involved in the process through authenticity and equanimity in care practice. We believe TR partners in care are integral to reconstructions of TR practices and expanding possibilities for spirituality in contexts of TR.

*Keywords: Authenticity, equanimity, existentialism, spirituality, therapeutic recreation*

### **Re-imagining and transforming therapeutic recreation: Reaching into Foucault's toolbox**

Sylvester, C. D. (2015). Re-imagining and transforming therapeutic recreation: Reaching into Foucault's toolbox. *Leisure/Loisir*, 39(2), 167-191. doi:10.1080/14927713.2015.1086581

As an introduction to this special issue of *Leisure/Loisir* on re-imagining and transforming therapeutic recreation, I reach into philosopher and historian Michel Foucault's "tool-box" to discuss a critical theory and practice of therapeutic recreation. The true identity of therapeutic recreation can never be settled once and for all, because therapeutic recreation is a social construction, not an objective necessity, leaving it open to being something different than it presently is. Because there are different ways of telling the truth about therapeutic recreation, knowledge is not an inevitably enlightened path, but rather a creative and controlling power that can produce positive and negative effects in the lives of people. Disciplines like therapeutic recreation attempt to control practices and practitioners through the production of knowledge (discourses), which can constrain other perspectives on truth and ways of living. Dominant discourses of therapeutic recreation can be understood, challenged, re-imagined, and changed through historical understanding, critical reflection, ethical self-formation, and action. The papers that follow not only use some of Foucault's tools to re-imagine and recreate therapeutic recreation, but demonstrate how critical theory may be just the medicine the field needs for the sake of freedom and justice.

*Keywords: Michel Foucault, critical theory, therapeutic recreation philosophy, therapeutic recreation theory and practice*

### **Relational reflective process as an act of compassionate pedagogy in therapeutic recreation**

Briscoe, C. L., & Arai, S. M. (2015). Relational reflective process as an act of compassionate pedagogy in therapeutic recreation. *Leisure/Loisir*, 39(2), 193-214. doi:10.1080/14927713.2015.1086582

The therapeutic relationship is central to healing, creating meaning, and the well-being of individuals encountered in practice. Using *narrative methodologies* as a way to hear, further reflect on, and represent the team's experiences within therapeutic relationships, we introduce *relational reflective process* and the use of relational theory and *compassionate pedagogy* to deepen understanding and critical reflection on multiple connections in practice (i.e., with self, participants, families, others in the interprofessional team). Through compassionate pedagogy, we broaden what it means to *reflect* in practice emphasizing aspects

of *self-reflection*, *relational reflection*, and *theoretical reflection* to highlight recreation therapists' voices in highly medicalized settings. Within the *relational reflective process*, recreation therapists are guided by their own individual voices and also strengthen the power of collective voice in the therapeutic recreation team. We conclude the paper with recommendations for incorporating relational reflective processes into therapeutic recreation practice.

*Keywords: Narrative, compassionate pedagogy, power, relational theory, therapeutic relationships, relational reflection*

### **Confronting ageism through therapeutic recreation practice**

Genoe, M. R., & Whyte, C. (2015). Confronting ageism through therapeutic recreation practice. *Leisure/Loisir*, 39(2), 235-252. doi:10.1080/14927713.2015.1086583

Stereotyping based on age is one of the most tolerated forms of social prejudice in Canada. These discriminatory attitudes and assumptions have negative consequences on many aspects of life, including participation in leisure, particularly if these assumptions are internalized and accepted as reality. We consider the contributions of therapeutic recreation (TR) and TR practitioners in challenging ageism by advocating for a return to the roots of leisure, focusing on leisure's potential to draw out individual strengths and abilities thereby resisting various forms of ageism through agency and action. We examine the field's focus on biomedical outcomes and highlight how this paradigm serves to undermine opportunities for meaningful leisure experiences. We suggest ways by which a return to meaningful leisure in later life may enable older adults to resist discriminatory practices. We conclude by presenting a blueprint for TR practitioners that encompasses a broader, socially relevant scope of practice through self-reflection and action.

*Keywords: Leisure, ageism, activism, stigma, therapeutic recreation*

**Dialogues for re-imagined praxis: Using theory in practice to transform structural, ideological, and discursive “realities” with/in communities**

Arai, S. M., Berbary, L. A., & Dupuis, S. L. (2015). Dialogues for re-imagined praxis: Using theory in practice to transform structural, ideological, and discursive “realities” with/in communities. *Leisure/Loisir*, 39(2), 299-321. doi:10.1080/14927713.2015.1086585

At the close of this special issue, Re-imagining Therapeutic Recreation: Transformative Practices and Innovative Approaches, our aim is to create an action-oriented document that points to a series of conversations we can continue at conferences, in classrooms, and in practice. In keeping with the call for reflexivity, we hope the document will be a way to ignite further critical reflections and dialogues about the taken-for-granted ways we relate with others and to our practices. As the path of change unfolds, we celebrate the multiple ways of getting there. To help us in this critical reflection and conversation we offer a vignette providing insight into the experiences of one individual and engage a plurality of philosophies and theories to create three critical, socially engaged conversations we see to be crucial to the endeavour of re-imagining and creating change in practices of therapeutic recreation. As much as these dialogues are difficult and challenging, they contain within them possibilities for inspired moments of insight and awareness ripe with possibilities for celebration, playfulness, and change towards social justice.

*Keywords: Legitimacy, praxis, philosophy, reflexivity, social justice, therapeutic recreation*

**Developing a frame of reference to “Take us to the next level!”: Illuminating barriers expressed by TR practitioners to support agendas for research and writing**

Briscoe, C., Lopez, K. J., Knutson, S., & Lyons, K. J. (2016). Developing a frame of reference to “Take us to the next level!”: Illuminating barriers expressed by TR practitioners to support agendas for research and writing. *Therapeutic Recreation: Research & Practice Journal of Therapeutic Recreation Ontario*. 11, 57-76.

Developing manuscripts for publication is critical to sharing and communicating ideas and innovations across the field of therapeutic recreation (TR). However, uncertainty exists around what daily writing and research practice looks like for TR practitioners. In this paper we draw from our experiences facilitating writing workshops by the Therapeutic Recreation Practice and Research (TRPR) Journal team and reflect on these experiences. We also highlight various experiences, feelings, and barriers that TR practitioners express toward processes of research and writing. Practitioners who have frontline experience also have much to offer for knowledge

sharing and development in TR. Bridges are needed to bring richness of success stories and best practices to light for others to witness and share through publication. In the conclusion of this paper we propose an agenda for the TR profession to be better supported by educational institutions, professional associations, and the settings in which TR practitioners work to build research capacity and writing practices for knowledge advancement in TR.

*Keywords: TR writing practice, TR research, TR practitioners, writing barriers, practitioner writing strategies, TR in Canada*

**Strengths-based TR program development using the leisure and well-being model:  
Translating theory into practice**

Hood, C. D., & Carruthers, C. P. (2016). Strengths-based TR program development using the leisure and well-being model: Translating theory into practice. *Therapeutic Recreation Journal*, 50(1). doi:10.18666/trj-2016-v50-i1-6780

The Leisure and Well-Being Model (LWM) (Carruthers & Hood, 2007; Hood & Carruthers, 2007) is a strengths-based therapeutic recreation (TR) service delivery model that provides a theoretical framework for TR practice designed to facilitate clients' development of the skills, knowledge, and resources essential to well-being. The model articulates a process by which to increase clients' capacities related to living well while simultaneously addressing problems and barriers that compromise their efforts to achieve well-being. The purpose of this article is to provide theoretical support, as well as practical strategies, that can be used to articulate and design TR programs that address the outcomes identified by the LWM.

*Keywords: well-being, positive emotion, strengths-based practice, theory-based practice, therapeutic recreation*