

# Therapeutic Recreation Practice

A STRENGTHS APPROACH



Lynn Anderson | Linda Heyne

*Therapeutic Recreation Practice:*  
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*by*  
*Lynn Anderson and Linda Heyne*



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## DEDICATION

*To our families,  
whose love and encouragement have supported our aspirations  
and enabled us to reach our goals and dreams.*



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## FOREWORD

One of the most fundamental questions you must ask of yourself as a future professional is “What will be the focus of my professional practice?” What you choose as your focus will determine what you see, what you do, and how you judge your effectiveness. When you first meet a client or program participant, will you see the person’s problems first or their potential? Very importantly, based on what you first see, how will that focus influence your participants’ perceptions of their own capacities and worth? Will you assist participants in their pursuit of a life of happiness, personal growth, and meaning? Will you help build a society where these outcomes are within their reach? Ask yourself also, what are your greatest hopes for your own life? Do have the same hopes for your participants? If you answered yes to these questions, *Therapeutic Recreation Practice: A Strengths Approach* will be an enormous help to you in acquiring the knowledge and skills necessary to build your own strengths-based therapeutic recreation practice.

Focusing on the facilitation of participants’ strengths as your primary purpose, rather than the amelioration of problems, represents a paradigm shift, a different way of looking at practice, which is occurring in many professions. Historically, many health and human services professionals focused on the remediation of their participants’ problems, believing that problem resolution was the path towards a rich and fulfilling life. True, there have been some individuals who have long argued for a focus on developing human potential. However, it wasn’t until the last decade, when a group of prominent psychologists began to challenge psychology’s narrow focus on the understanding, prevention, and treatment of illness and suffering, to the exclusion of the understanding and facilitation of optimal human and societal functioning, that a tipping point was reached. Martin Seligman, the leader of this new positive psychology, stated that “the time has finally arrived for a science that seeks to understand positive emotion, build strength and virtue, and provide guideposts for finding what Aristotle called the ‘good life’” (2002, p. xi). His work sparked the interest and passion of multitudes of scholars and practitioners and has led to a sea change, a transformation, in the way psychologists understand, examine, and facilitate human strength and well-being.

Over the last decade, positive science research has experienced exponential growth and illuminated clearly the importance of positive emotion and experience, the cultivation and expression of personal strengths and virtues, and the connection of something greater than oneself to happiness and well-being. Of equal importance to positive science is understanding and developing the social systems and infrastructure that support the optimization of human potential. Like an avalanche, this paradigm shift in scholarship and practice has grown and expanded to impact the worlds of education, health care, human services, community development, business, government, and many others. The literature in these various fields is a robust, wonderful resource for therapeutic recreation professionals.

The field of therapeutic recreation has already been impacted by this sea change in health and human services, as well as by the research that emphasizes the centrality of positive emotion, personal growth, and meaning to well-being. While the therapeutic recreation profession has long articulated the value of understanding and appreciating the whole person, including strengths and limitations, our commitment to focus our professional efforts on facilitating the development and expression of participants’ strengths and positive experiences has often been divided. However, the positive science literature and research has found its way into our field and is providing great support, direction, and energy to that commitment. Both experienced practitioners and students new to the field are flocking to conference presentations and workshops that articulate the value of positive emotion and experience (as so often embedded in the leisure experience) in helping participants recover, develop, or move toward a more meaningful life. Articles synthesizing research that supports the vital contributions of positive emotion and the cultivation of strengths to well-being are increasingly present in our literature. Paradoxically, positive science is discovering also that the same positive emotions, strengths, and life meanings that contribute to well-being prevent many of the problems that have historically been the focus of therapeutic recreation practice. Therapeutic recreation practitioners and participants alike have been empowered by this new paradigm, providing the impetus for a true transformation of the therapeutic recreation profession.

Therapeutic recreation, with its emphasis on the leisure experience, is ideally situated to use the concepts from positive science to directly impact the quality of life for all members of society regardless of ability or limitation. As Carruthers and Hood (2007) stated:

The goal of [therapeutic recreation] is to build a positive spiral of emotion and action in clients that energizes and empowers them to take on increasingly greater opportunities and challenges in important, valued life domains successfully, further strengthening their positive beliefs, emotions and capacities. (p. 277)

This book, *Therapeutic Recreation Practice: A Strengths Approach*, formalizes and applies the concepts and empirical research arising from positive science to the practice of therapeutic recreation. Students, as well as practitioners, who immerse themselves in this book will be on the cutting edge of positive change in the articulation and delivery of therapeutic recreation services.

It is an exciting time to be engaged in therapeutic recreation practice. This book invites you to focus your professional effort on the empowerment of clients, to see them as reservoirs of hidden potential, and to help them shape their environments so that they can realize that full potential. As Sharry (2004) so eloquently stated, health and human service professionals “are invited to become detectives of strengths and solutions

rather than detectives of pathology and problems, and to honor the client’s expertise and capabilities as well as our own” (pp. 8–9). We wish you much joy as you cultivate your capacities in the delivery of strengths-based therapeutic recreation practice. We hope that you find the journey to be meaningful. You are in good hands.

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## PREFACE

### WELCOME TO HOLLAND

by Emily Perl Kingsley<sup>1</sup>

I am often asked to describe the experience of raising a child with a disability—to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this . . .

When you're going to have a baby, it's like planning a fabulous vacation trip—to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Colosseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine, and disease. It's just a different place.

So you must go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around . . . and you begin to notice that Holland has windmills . . . and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy . . . and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away . . . because the loss of that dream is a very, very significant loss.

But . . . if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things . . . about Holland.



Copyright 1987 by Emily Perl Kingsley. All rights reserved.

Most of you who will read this text weren't born when this prose poem was written. You did not witness the pain experienced by families who unwillingly placed their loved ones in institutions for lack of treatment in their communities. You will not know the anguish of parents whose children were prohibited from attending school. Yet among those who faced obstacles were countless individuals whose stories of courage and resilience provided an incubator for this text. The poem selected for the opening page is an artifact of hope, evidence that long before a shift began to occur in the philosophy of treatment by professionals, families were finding their own voices.

The disability rights movement has, for the past 40 years, invited, cajoled, encouraged, and demanded that

we recognize the positive force inherent in the energy of change, acknowledging the strengths and capabilities of people with disabilities. That change has healed a social blindness and is now yielding fruit. Much more progress is still needed, but what you can sense in the tentative but loving words of Emily Kingsley is the seed of a deep cultural shift. Each person's life is a gift. The journey through it should be a happy one.

You are about to read a carefully crafted and lovingly prepared text that can teach you to understand the right way of conceptualizing health-related services. Therapeutic recreation, just one of many service disciplines, brings wonderful assets to the table and is the focus of this text. But it is never meant to be seen in isolation, just as leisure is no isolated human need.

By the time you work your way through the ideas and strategies offered by the authors and all the sources they have culled for your benefit, I hope you will feel a sense of anticipation to begin your career of service, as Ms. Kingsley was to get off the plane and discover Holland.

Incidentally, I was happily surprised that she used recreational travel in the analogy about her child. As I read the poem, thoughts of Holland immediately drew me to those romantic windmills and breathtaking natural carpets of colorful tulips. At the same time, I am intellectually aware of the vulnerability of this low country to flooding. We understand its fragility, but we choose to go anyway, to enthusiastically embrace the adventure, to be optimistic and positive.

For those of us with family members who struggle daily to remain healthy, there are challenges, no doubt. On many days the air feels heavy with the mist of acute crises, pain, setbacks, and disappointments. But when the clouds part and we get a good view of the lovely

world around us, there is no greater thrill than to be transformed by the journey. You will learn that one of the real treasures of that journey lies in the unique joy nurtured by recreation. Through it, we deepen the bonds of family, create precious memories, discover our interests, and express our talents. Recreation intrinsically moves the positive to the forefront. It transforms every environment and experience into a new and exciting venue.

I am profoundly grateful for the commitment made by the authors to this message and the effort they have made to bring knowledge and understanding to us. Our job now, as students and teachers, is to walk with individuals and families as partners in this transformative journey, recognizing that we will change, too, through the positive experience of that very accompaniment.

Catherine O'Keefe, M.Ed., CTRS  
*University of South Alabama, Mobile, Alabama*

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<sup>1</sup>Emily Perl Kingsley is a disability activist and the parent of a person with a disability. She has written for *Sesame Street* since 1970 and has won 17 Emmy Awards for her work. She was recently awarded the U.S. Department of Health and Human Services "Secretary's Highest Recognition Award—Entertainment Industry Award" for her work including people with disabilities on *Sesame Street*.

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*Professionals in the field of therapeutic recreation, many of whom are already using the strengths approach in their practice*

*Participants in therapeutic recreation services, who have shown us the value of the strengths approach*

*Last, Katie Caulk (Linda's sister) and Cory Anderson (Lynn's son) for their beautiful artwork throughout the book*

## ABOUT THE AUTHORS

Drs. Lynn Anderson, CTRS, CPRP and Linda Heyne, CTRS have worked and studied in the field of therapeutic recreation for over thirty years. During those years, we have seen the field evolve, grow, and change. Involvement in that evolution led to our desire to write this book about a strengths approach in therapeutic recreation.



Dr. Lynn Anderson is a distinguished service professor in the Recreation, Parks, and Leisure Studies Department at the State University of New York at Cortland (SUNY Cortland). She is also the director of the Inclusive Recreation Resource Center, whose mission is to promote and sustain recreation participation by people with disabilities and other differences wherever they choose. Lynn has contributed numerous publications in the field and served in editorial roles with several journals. She has served as director of the Rural Recreation Integration Project, promoting inclusion through training and technical assistance. She also worked with Wilderness Inquiry, an award-winning adventure-based company that provides opportunities for wilderness experiences for people of all abilities. Lynn worked for several years as a therapeutic recreation specialist in a regional medical facility, serving people in psychiatry, addiction, pediatric, and physical rehabilitation programs. Currently, Lynn serves on the board of directors of Greek Peak Adaptive Snowsports, helping all people enjoy the winter environment. Through her work and research, Lynn has used a strengths approach, focusing on the dreams people have, and how strengths and resources can be mobilized to reach those dreams through the recreation experience. She loves to recreate with her husband, Dale, children, Kelly and Cory, and Kelly's husband Adam, pursuing passions like snowboarding, windsurfing, backpacking, kayaking, cross-country skiing, and other outdoor adventures.



Dr. Linda Heyne is a professor in the Department of Recreation and Leisure Studies at Ithaca College in the Finger Lakes region of New York. Along with her commitment to develop and disseminate information about strengths-based therapeutic recreation, her scholarly interests include inclusive recreation, socialization and friendship development between people with and without disabilities, therapeutic recreation in the schools, the Take Back Your Time movement, and an international perspective of the use of recreation for therapeutic purposes. She has authored many publications and delivered numerous presentations on these topics. She has also been an associate editor for the Therapeutic Recreation Journal for many years. Linda founded the inclusive recreation program at the Jewish Community Center of the St. Paul Area, which won several awards for its early inclusionary practices. She is a Fulbright Specialist and a consultant in inclusive practices. She is also a regular faculty member at the International Summer School for Wellbeing at HAMK University in Hämeenlinna, Finland. In her free time, Linda enjoys many leisure pursuits such as hiking, biking, playing music, contra dancing, attending theater, traveling, and being with her friends and family.

# *Part I*

## **FOUNDATIONS OF A STRENGTHS-BASED APPROACH TO THERAPEUTIC RECREATION PRACTICE**

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Part I sets the stage for strengths-based practice.  
It examines where we've been and where we're going in  
therapeutic recreation, recreation, health, and human services.

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*"Deep in their roots all flowers keep the light."*

Theodore Roethke  
American poet



*The Black-Eyed Susan signifies strength, positivity, and happiness.*



# Part I Overview

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**Chapter 1**     *Introduction*

This chapter familiarizes you with the strengths perspective, the need for this book, and the special learning features we use.



**Chapter 2**     *Paradigm Shifts—A Sea Change in Health and Human Services*

A large and deep paradigm shift toward strengths is transforming health and human services. We describe it here on several levels—biological, psychological, sociological, and philosophical.



**Chapter 3**     *A Sea Change in Therapeutic Recreation*

Therapeutic recreation is a part of the paradigm shift in health and human services. We reinterpret therapeutic recreation as a strengths-based profession.



**Chapter 4**     *Introducing the Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model*

In this chapter we introduce the Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model, based on the Leisure and Well-Being Model originally proposed by Hood and Carruthers (2007)



**Chapter 5**     *Strengths—At the Heart of Therapeutic Recreation Practice*

Here you'll learn what we mean by strengths: internal strengths, external strengths, and leisure as a strength to enhance well-being and quality of life.



**Chapter 6**     *Theories that Guide Strengths-Based Therapeutic Recreation Practice*

We explain new and long-standing psycho-social theories that support strengths-based practice. Learn the reasons behind what we do in therapeutic recreation and why it is so important and effective.



**Chapter 7**     *Principles that Guide Strengths-Based Therapeutic Recreation Practice*

This final foundational chapter distills the previous chapters into principles to guide you in your strengths-based practice.

# Chapter 1

## INTRODUCTION TO THERAPEUTIC RECREATION PRACTICE: A STRENGTHS APPROACH



*The tulip emerges early in the spring—  
a harbinger of slow, deep change.*

“Courage is not the towering oak that sees storms come and go; it is the fragile blossom that opens in the snow.”

—*Alice M. Swaim, American author*

### OVERVIEW OF CHAPTER 1

- Introduction to the strengths perspective
- Overview of the book content
- Overview of the learning features in the book
- Introduction to critical thinking, cultural competence, and the use of evidence-based practice as part of the competencies needed in therapeutic recreation practice in the 21st century

### FOCUS QUESTIONS

- How does this book address a gap in the therapeutic recreation literature? In what ways is the approach different from past practices?
- What is cultural competence, and why is it important to develop?
- What is evidence-based practice, and why is it important?

### INTRODUCTION TO THE STRENGTHS APPROACH

We grow up in a culture so ingrained in a certain way of thinking that we rarely are aware of that thought process and how it permeates all we do. In our society, one of those ingrained perspectives is the problem-oriented approach, which we apply to many situations in life. The small body of research that has looked at this issue shows that there is little relationship between being

clear on the problem and finding viable solutions, yet we continue to feel we must start with what is wrong, not what is right or what we want to see happen. Imagine a world where we start with strengths, not problems, when we feel a desire to make positive change. Imagine our work if we focus on strengths when we want to increase any indicator of success, whether it be productivity, creativity, or other desired outcomes. Imagine a world where we look at helping other people by starting with their strengths, goals, and aspirations, not their problems. Instead of focusing on what is wrong, imagine a world where we focus on what is aspired to, what is dreamed about, and what is going well.

Slowly, other professions that help people and communities are reorienting themselves to this strengths perspective. New research in brain functioning provides concrete evidence that a positive orientation is far more effective. Therapeutic recreation, as a profession, has often touted itself as focusing on strengths in its practice approach. Yet our literature, though it talks about therapeutic recreation as the strengths profession, ends up in the familiar problem-oriented approach. The focus of assessments is to find needs and problems, the plan is grounded by a list of problems or needs, documentation is problem-oriented, and interventions are designed to address problems or deficits. Even though strengths are used as a tool to help people, they are not the focus of the therapeutic recreation process in most texts in our field.

We hope this book will address this gap in the therapeutic recreation literature. The book is based on the premise that the role of therapeutic recreation is to help people identify goals and aspirations (what they see as possibilities, what they want to have happen), and their accompanying talents, assets, interests, and capacities. We also see therapeutic recreation as identifying family, neighborhood, and community resources to support people in achieving their goals. Using a strengths approach, therapeutic recreation specialists help people link their aspirations to resources and

supports, and they help them establish plans to reach their dreams. This approach is grounded in the idea that “goals related to problems” are not necessarily “goals related to solutions” in people’s lives. Solutions are what people *want* to have happen, versus problems, which are what people *don’t want* to have happen. Our hope is that the book will provide a healthy corrective to the entrenchment of our profession, and our society as a whole, in the ubiquitous problem-oriented approach we use almost without thinking.

Here is a challenge to you! Pay mindful attention over the next week, and see if you can increase your awareness of the extent to which your daily life, the institutions with which you interact (e.g., work, school, the nation, and even the world), are enmeshed in the problem-oriented approach. See if you can identify how often we start with what is wrong to improve a situation. See if you can envision a world where we focus on solutions, aspirations, and dreams to improve a situation! Perhaps the world, the nation, our neighborhoods, and our families could move more quickly to where we want to be if a strengths orientation is followed.

Here is an example, in one community, of the strengths approach at work. In a crime-ridden residential street in one of the worst neighborhoods in this city, someone, during the middle of the night, put green wooden chairs in the front lawn of every house. This person, whoever it was, was using a strengths approach in trying to make this neighborhood a friendlier, safer place. The chair-dropping act inspired many community residents, who came out, talked to each other for the first time in years, and resolved to be out in their yards a lot more. It is hard to be a criminal in a neighborhood when a hundred witnesses are out watching!

## OVERVIEW OF THIS BOOK

*Therapeutic Recreation Practice: A Strengths Approach* is divided into three main sections. In Part 1, we provide you with a foundation of the strengths approach. Chapter 1 *Introduction* provides the framework and strategies for learning used throughout the book. Chapter 2 *Paradigm Shifts* sets the stage for the sweeping changes occurring in recreation, health, education, and human-service systems. Social indicators and scientific support for the shift to a strengths-based approach are also presented. Chapter 3 *A Sea Change in Therapeutic Recreation* explores how the shift to a strengths-based ecological approach fits into therapeutic recreation practice, and how therapeutic recreation can flourish as a profession in the paradigm. Chapter 4 *Flourishing through Leisure: An Ecological Extension of the Leisure and*

*Well-Being Model* introduces you to a model of therapeutic recreation practice that is based on the strengths perspective. Chapter 5 *Strengths* provides you with a structure and vocabulary to look closely at and understand strengths relevant to the practice of therapeutic recreation. Chapter 6 *Theories* provides an introduction to theories that guide a strengths perspective and are relevant to therapeutic recreation. Finally, Chapter 7 *Principles* overviews some fundamental guidelines for a strengths-based approach, which emanate from theory and philosophy.

Part 2 is the mainstay of this book. This section looks at the application of the strengths perspective to the therapeutic recreation process: assessment, planning, implementation, and evaluation. In Chapter 8 *Collaborative Practice* we help you understand the importance of collaboration in the therapeutic recreation process, the role of the participant and family in collaboration, and the roles of other professionals with whom you will work in the helping relationship. Chapter 9 *Assessment* provides you with a way to think about and conduct assessment from a strengths perspective to ensure authentic and meaningful practice. Chapter 10 *Planning* examines the link between assessment and planning, and the principles and practice of planning. Chapter 11 *Implementation* provides an overview of common interventions in therapeutic recreation, applied from a strengths perspective. Chapter 12 *Transition and Inclusion* provides a strengths approach to helping participants terminate your services and continue to pursue a meaningful, fully engaged life in their communities. Finally, Chapter 13 *Evaluation* describes the processes you will use in therapeutic recreation to document and evaluate the services you provide.

Part 3 of the book helps you as a professional establish and maintain yourself as a strength-based therapeutic recreation specialist. Chapter 14 *Advocacy* provides a framework and guidelines for advocating the strengths perspective, as well as advocating on behalf of the participants with whom you work. Chapter 15 *Building Your Strengths as a Therapeutic Recreation Specialist* stresses the importance of being well prepared in therapeutic recreation, from credentialing to clinical supervision to continuing education. And last, Chapter 16 *Looking Ahead* helps you put what you learn in this book into the context of your life as a professional in therapeutic recreation.

## CHAPTER STRUCTURE

Each chapter in this book is structured to facilitate your learning of important concepts. As you read through each chapter, you will find each of the following sections:

- **Overview**—Provides a brief, bulleted outline of what the chapter will contain
- **Focus questions**—Offers questions that will help focus your reading on important or main points
- **Chapter content**—Divides the content into manageable sections, to help you learn the material more effectively
- **Summary**—Ends each chapter with a summary of the main points
- **Self-assessment of learning**—Asks you questions to help you assess your own understanding of what you read in the chapter, or provides exercises to help you apply the content to your own life
- **Resources**—Lists websites, workbooks, assessment tools, and other resources that help you apply the information in the chapter, or learn the material in more depth
- **References**—Allows further and deeper study in the content areas of the chapter and encourages you to access primary source materials

## CHAPTER FEATURES

The chapters in this book also contain four different features to help you understand and apply the strengths approach in therapeutic recreation practice. The consistent use of icons will alert you to the features as you encounter them in each chapter. Each feature is described below.

### 1. Compare/Contrast



Because we are helping you learn a new way to think about and conceptualize therapeutic recreation practice, we provide frequent opportunities for you to compare and contrast the strengths approach to the commonly used deficits approach, so you may understand the differences more clearly.

The exercise of comparing and contrasting will encourage you to develop your critical thinking skills, essential for therapeutic recreation specialists in the 21st century (O’Neil & PHPC, 1998). Scriven and Paul (2007) define critical thinking as:

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills (“as an exercise”) without acceptance of their results. (para. 5)

Rao, Shafique, Faisal, and Bagais (2006) further define the critical thinking skill of **comparing and contrasting** as the process of looking at similarities and differences to reveal important characteristics of each concept or idea. When we compare and contrast, we are able to see more clearly the important factors within each concept, see patterns, and draw informed conclusions. Comparing and contrasting, because it is often based on at least one concept with which we have familiarity, leads to a deeper understanding of what is being learned and discovered. Each chapter will provide opportunities for you to compare and contrast the strengths and deficits approach to working with people, in the context of the subject matter of that particular chapter.

### 2. My Cultural Lens



Each chapter in this book will provide you with opportunities to develop your own awareness and competence when working with people from diverse backgrounds. By the year 2050, those groups in the United States now considered minorities will be the majority. The largest growth in these population groups will occur as a result of immigration from another country, and likely another culture (U.S. Census Bureau, 2004). In therapeutic recreation practice, you will work with people from a variety of racial, religious, and cultural backgrounds. In order to be effective in your work in therapeutic recreation, it is imperative to develop cultural competence.

**Cultural competence** is defined as being able to work effectively with cultures other than your own by


using a set of behaviors, attitudes, and policies that are congruent with that culture (Cross, Bazron, Dennis, & Isaacs, 1989). To break this down further, “culture” refers to integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and institutions of racial, ethnic, social, or religious groups. “Competence” implies having the capacity to function effectively as an individual or an organization within the context of the cultural beliefs, practices, and needs presented by people and their communities (American Association of Medical Colleges, 2005; Cross et al., 1989).

To become a culturally competent therapeutic recreation specialist, you must work through stages of development and be aware of where you are in those stages, as well as where your agency is. According to Williams (2001) and King, Sims, and Osher (2007), there are five stages of cultural competence development, along a continuum:

1. *Cultural destructiveness*—This is the most negative stage of the continuum, where attitudes, behaviors, policies, and practices are destructive or harmful to people and their cultures.
2. *Cultural incapacity*—In this stage, the individual or agency does not mean to be destructive to others and their cultures but does not have the capacity or awareness to meet different cultural needs.
3. *Cultural blindness*—At the midpoint of the continuum, the professional or agency provides services with the expressed intent of being unbiased. They function as if the culture makes no difference and all the people are the same. This is sometimes called “color blindness.”
4. *Cultural pre-competence*—Individuals and organizations move toward the positive end of the continuum by acknowledging cultural differences and making documented efforts to take them into consideration.
5. *Cultural competence*—At the most positive end of the continuum, competence is indicated by the following practices:
  - acceptance and respect of cultural differences
  - continual expansion of cultural knowledge

- continued cultural self-assessment
- attention to the dynamics of cultural differences
- adoption of culturally relevant service-delivery models to better meet needs

Our intent in each chapter, through the “My Cultural Lens” exercises, is to provide an opportunity for you to begin to develop an awareness of your cultural competency level and to make steps toward developing that level further. Our intent is also to stimulate you to pursue further experiences, training, and education that will develop your cultural competence over your lifetime. Here is your first “My Cultural Lens” exercise (see Figure 1.1).



**My Cultural Lens:  
Meanings of Leisure**

Yoshita Iwasaki and colleagues (2007) wrote a compelling reflection on the dominance of Western thought and terminology in global leisure research. They noted that the terms “leisure,” “recreation,” and “physical activity” do not have equivalent translations in Eastern languages and that the rough translations do not have the same intended meanings as how these terms are used in research studies and in the field. They argue that if we want to understand non-Western ideas of leisure-like phenomena, we should use a “life story” approach. In this approach, we would use prompts like “Tell us about your life” instead of “Tell us about your leisure and recreation.” Iwasaki’s premise is that in sharing their life story, people will share their leisure-like experiences, but through their own cultural lens.

What is your definition of leisure and recreation? Would you describe your leisure as a part of describing your life story? Would your friends from other cultural backgrounds describe their leisure-like experiences differently than you do? How would they describe them?

Figure 1.1 My Cultural Lens: Meanings of Leisure

### 3. Primary Source Support

Each chapter will provide you with an opportunity to delve into original research that supports information provided in the chapter. In

a pull-out box, we will provide the primary reference, a summary of the research, and its results. By encouraging you to read and understand research, you will be on the



path toward using evidence-based practice in the field of therapeutic recreation.

Evidence-based practice is a competency you will need to be effective in providing therapeutic recreation services (O’Neil & PHPC, 1998; Shank & Coyle, 2002; Stumbo & Peterson, 2004). **Evidence-based practice** is the integration of your individual practice experience with the best available external evidence when you are helping participants make decisions and implement plans for their leisure and well-being. For participants, using evidence-based practices means they can be confident that the therapeutic recreation services they receive meet the guidelines of best practices and are outcome-focused.

Evidence-based practice is based on systematic research results, data collected by your own agency, and judgments made by the participant and you. A key part of evidence-based practice is reading research on an ongoing basis and applying effective interventions from research into your own practice. Thus, the “Primary Source Support” feature is intended to help you not only get comfortable with the journals and research results available to you, but to expose you to new and relevant research findings from a variety of fields that have immediate application to a strengths-based approach in therapeutic recreation. Here is your first “Primary Source Support” feature (see Figure 1.2).

#### 4. Life Stories

“Life Stories” are provided in many chapters to bring key concepts “to life.” By hearing the stories of how individuals have used a strengths approach in their lives or how professionals have used the strengths approach in services, the concepts become more real and easier to understand. As authors, we have consciously avoided using the term “case” study or “case” story. A case is often conceptualized as a problem needing to be fixed, or a depersonalized collection of facts about a person. The phrase “life stories,” on the other hand, conveys a sense of discovery about the humanness of another person, and what can be learned from her or his story. Some life stories we provide are based on real people we have met or with whom we have worked, while others have been provided to us by therapeutic recreation specialists working in the field, and still others come from current events, published research, or even the popular media. Some are about individual people, and others about agencies or systems.

In sum, the content and structure of this book will help you on the path to developing the competencies and

<http://www.sagamorepub.com/products/therapeutic-recreation-practice?src=lipdf>



#### **Primary Source Support: An Example of Evidence-Based Practice**

Janssen, M. (2004). The effects of leisure education on quality of life in older adults. *Therapeutic Recreation Journal*, 39(3), 275–288.

Janssen (2004), by using an experimental design, studied the effects of a 6-week leisure education program on the perceived quality of life of older adults who resided in residential-style retirement facilities. The theory of quality of life, which guided the research and intervention, states that there is more to life than absence of illness, and that people’s perceptions about whether they can enjoy the important possibilities in their lives across multiple domains will determine their sense of life satisfaction and well-being. Leisure is an important life domain that contributes to quality of life. In this study, Janssen facilitated a leisure education program that focused on leisure appreciation, awareness of self in leisure, self-determination in leisure, making decisions regarding leisure participation, knowledge and utilization of leisure resources, and leisure and quality of life. The results of the study showed that those older adults who participated in the leisure education program had higher levels of perceived quality of life (measured with the Quality of Life Profile) than those who did not participate. The older adults who received leisure education from the therapeutic recreation specialist felt they were better able to get out with others, pursue their hobbies, participate in indoor and outdoor recreation activities, and socialize with family and friends. All these factors contributed to a higher quality of life. Janssen provides a strong rationale for the connection between leisure education, self-determination, control, and quality of life.



**Figure 1.2 Primary Source Support: An Example of Evidence-Based Practice**

ways of thinking you need to be effective in the therapeutic recreation field. The Pew Health Commission, in a seminal report in 1998, outlined those basic competencies. In Table 1.1, we have provided the list of the 21 competencies identified in exhaustive study and discussion over a 10-year period. Though focused more exclusively on “health care,” the competencies have relevance to the delivery of all human services.

Through your active engagement with the material in this book, we hope you will gain a deeper knowledge of how to practice in the therapeutic recreation profession in ways that provide meaningfulness to you and to the people with whom you work. Using a strengths approach—focusing on broadening and building assets in natural settings—will have a profound and positive impact not only on the people with

**Table 1.1 Pew Health Commission's Competencies for the 21st Century (O'Neil & PHPC, 1998)**

1. Embrace a personal ethic of social responsibility and service.
2. Exhibit ethical behavior in all professional activities.
3. Provide evidence-based interventions.
4. Use a broad definition of health (multiple determinants).
5. Apply knowledge of the new sciences (such as brain research).
6. Use critical thinking, reflection, and problem-solving.
7. Understand the role of primary care (sustained partnerships in the context of family and community).
8. Help people and communities promote and protect their health.
9. Adopt a population-wide perspective on services.
10. Improve access to services for all people in a community.
11. Be relationship-centered when providing services for individuals and their families.
12. Provide culturally sensitive services.
13. Partner with communities and support choice and self-determination.
14. Use information and communication technologies effectively and appropriately.
15. Work in teams and across disciplines collaboratively.
16. Ensure services that balance individual, professional, system, and societal needs.
17. Practice leadership—develop partnerships and alliances across systems.
18. Take responsibility for quality—be accountable for your own competence and performance.
19. Help improve the quality of services at all levels—understand and use quality improvement and evaluation processes.
20. Be an advocate for policy that promotes and protects the health of the general public.
21. Continue to learn and grow; mentor and help others learn in your profession.

whom you work, but on yourself as well. Your passion for therapeutic recreation will grow, and you will be capable of doing the good you entered the profession to do. Enjoy your journey!

## SUMMARY

The introduction to this book provided you with an overview of the strengths perspective, an overview of the content and structure of the book itself, and an introduction to the learning features in the book. The learning features will help you develop the following areas:

- Critical thinking skills
- Cultural competence
- Habits of evidence-based practice

## RESOURCES

### **The National Center for Cultural Competence**

*<http://www11.georgetown.edu/research/gucchd/nccc>*

Housed at Georgetown University, the National Center for Cultural Competence is focused on helping agencies and individuals improve cultural competence. The Center works within health care, human service, education, and advocacy systems. On its website, you will find numerous tools and resources to help you assess and improve your own cultural competence.

### **The Agency for Healthcare Research and Quality**

*<http://www.ahrq.gov>*

A part of the U.S. Department of Health and Human Services, the Agency for Healthcare Research and Quality has as its mission the improvement of health-care services for all. The website is a clearinghouse of research results that document evidence-based practice, across populations and settings. New research findings on topics from rural health to disability to health promotion are summarized each month. You can sign up for e-mail alerts, stay on top of cutting-edge research, and download podcasts on a wide variety of topics.

### **The Handbook of Multicultural Assessment**

Published by Jossey-Bass in 2001, *The Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* (2nd ed.) provides a wealth of information on general assessment issues in relation to culture, as well as many tools and techniques to improve your own cultural competence.

### **The United Nations Cyberschoolbus**

*<http://cyberschoolbus.un.org>*

The Cyberschoolbus website is a treasure chest of ideas, curricula, initiatives, and resources to promote its mission: global teaching and learning about diversity.



**Self-Assessment of Learning**

The “Assessing Your Experience with Other Cultural Groups” assessment is provided here to help you along the continuum of cultural competence. Take a moment to complete the self-assessment, and then share it with another student or co-worker. What did you learn about yourself and your environment? Where do you feel you are in your development of cultural competence?

**Assessing Your Experience with Other Cultural Groups**  
 (Adapted from Fleming & Towey, 2002, pp. 48–49)

People form impressions of others who are from different racial or ethnic groups than their own either by direct interactions or by indirect avenues, such as reading and the media. Interpersonal experiences with people from other cultural groups may exert a powerful influence on your comfort level as you interact with people from backgrounds that differ from your own.

Consider your early life with respect to school, recreation, neighborhood, religion, or other formative experiences. Think about the intensity of those experiences as they related to interactions with other cultural groups and rate them for each life area below.

When you have completed your ratings, add them together—the higher your score, the more direct interactions you have had with people who are different from you. Think of ways you can increase your score right now by increasing your interactions with people from other cultural groups.

Experience	Intensity		
	Limited (1)	Moderate (2)	Extensive (3)
Early school years			
Recreation/leisure			
Neighborhood			
Sports/athletics			
Music, theater, film			
College			
Work			
Travel			
Religion			
TOTAL:			

List specific situations that created uncertainty or discomfort.

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List situations that were enjoyable. Include references to food, music, dancing, and other leisure.

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