

## Chronological Summary of 2013 TRJ Articles

This is a chronological listing of articles and alphabetical listing of authors appearing in Volume XLVII. The issue number is followed by the page number on which each article begins.

### Articles

- The Diversity of Therapeutic Recreation: Application of TR in the Corporate World of Business (1:1)
- "I think That It Could Work But...": Tensions Between the Theory and Practice of Person-Centred and Relationship-Centred Care (1:13)
- Assessing the Social Effect of Therapeutic Recreation Summer Camp for Adolescents with Chronic Illness (1:35)
- Exercise and Functional Disability in Older Adults (1:47)
- Using Community-Based Research to Explore Common Language and Shared Identity in the Therapeutic Recreation Profession in British Columbia, Canada (2:69)
- A Strengths Approach to Assessment in Therapeutic Recreation: Tools for Positive Change (2:81)
- The Reliability and Validity of the Reality Comprehension Clock Test (RCCT) with a Hispanic Population (2:109)
- Inclusive Recreation for Transition-Age Youth: Promoting Self-Sufficiency, Community Inclusion, and Experiential Learning (2:122)
- The Future of Recreation Therapy/Therapeutic Recreation Education (3:153)
- History of Accreditation: COAPRT Model (3:156)
- Selected Issues and Trends in Higher Education: Implications for Therapeutic Recreation (3:169)
- 2012 Therapeutic Recreation Curriculum Survey (3:179)
- Benefits of Yoga as an Intervention for Individuals With Intellectual Disabilities (3:212)
- Looking Forward: The Future of Recreation Therapy/Therapeutic Recreation Education (4:223)
- Development of Learning Outcomes for Therapeutic Recreation Education Accreditation (4:226)
- The Committee on Accreditation of Recreational Therapy Education (CARTE) (4:244)
- Building a Culture: Using Undergraduate Research to Advance the TR Profession, Build Research Capacity, and Foster Collaborative Relationships (4:259)
- Education for an Aging Population: Intergenerational Learning within the Therapeutic Recreation Classroom (4:276)
- Assessing Balance and Fall Efficacy in Community Dwelling Older Adults: Evidence-Based Instruments for Use in Recreational Therapy Practice (4:291)

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## Editorial Policy

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The *Therapeutic Recreation Journal* is a quarterly publication devoted to publishing scholarly and substantive manuscripts in the field of therapeutic recreation. The central criteria for publication are that the material is (a) germane to the topic of therapeutic recreation; (b) theoretically, empirically, or practically based; and (c) substantive in the sense of proposing, discovering, or replicating knowledge in the field of therapeutic recreation. All material should adhere to the manuscript preparation guidelines that are outlined in each issue of the *Journal*. All manuscripts which meet the identified criteria will be reviewed by one Associate Editor and two reviewers, as well as the Editor. The Associate Editors and reviewers have been selected based on their expressed interest and recognized competence in the field of therapeutic recreation behavioral research. Based on the recommendations of the Associate Editors and reviewers, the Editor will decide on the disposition of manuscripts. Every effort will be made to provide authors with a detailed, critical review. Each article will be refereed with a summary of the Associate Editor's comments forwarded to the author(s) whose manuscript requires specific revisions or whose manuscript will not receive further consideration for publication.

ALL MANUSCRIPT SUBMISSIONS SHOULD BE SENT TO:

**Dr. Marcia Carter, Editor**

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## Editorial Guidelines for Authors

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The *Therapeutic Recreation Journal (TRJ)* is a quarterly publication devoted to publishing scholarly and substantive manuscripts in the field of therapeutic recreation. The central criteria for publication are that the material is (a) germane to the topic of therapeutic recreation; (b) theoretically or empirically based with practical TR implications; and (c) substantive in the sense of proposing, discovering, or replicating knowledge in the field of therapeutic recreation. All material should adhere to the manuscript preparation guidelines that are outlined in each issue of *TRJ*. All manuscripts that meet the identified criteria will be reviewed by one associate editor and two reviewers, as well as the editor. The associate editors and reviewers have been selected based on their expressed interest and recognized competence in the field of therapeutic recreation research. Based on the recommendations of the associate editors and reviewers, the editor will decide on the disposition of manuscripts. Every effort will be made to provide authors with a detailed, critical review. Each article will be refereed with a summary of the associate editor's comments forwarded to the author(s) whose manuscript requires specific revisions or whose manuscript will not receive further consideration for publication. *TRJ* includes manuscripts, practice perspectives, student abstracts, brief reports, and reviews.

### MANUSCRIPT GUIDELINES

*TRJ* is devoted to the advancement of therapeutic recreation services for persons with disabilities. It provides a national forum for research and discussion on needs of persons with disabilities and others receiving therapeutic recreation services, problems confronting the profession, and new vistas of service. Manuscripts are accepted based on the judgment of editorial advisors. When an article is submitted, it is considered the property of *TRJ*. If the article is not accepted for publication, it will be returned to the author. No payment is made for articles published in *TRJ*.

\*All submitted articles should follow *The Publication Manual of the American Psychological Association*, 6th edition, format.

### MANUSCRIPT PREPARATION

- All materials must be double-spaced on 8 1/2 × 11-inch (or 22 × 28 cm) pages.
  - Margins should be a minimum of 1 inch on all four sides.
  - Type no more than 27 lines of text per page (not including the header and page number).
  - A manuscript should be under 20 pages, including references.
  - Times or Times New Roman, size 12.
  - Number all pages consecutively.
  - Only the title should appear on the manuscript itself. The title should appear at the top of the first page, followed by the abstract, and then the body of the manuscript.
- Each table, drawing, illustration, photo, or map must be prepared on a separate page and keyed to the text. These should be limited to a maximum of 2–4.
  - All images submitted must be 300 dpi.
- On a separate sheet sent with the manuscript, include the following:
  - An abstract of approximately 150 words.
  - Title, submission date, author(s).
  - Five to seven key words.
  - Biographical sketch of the author(s) not to exceed four (4) lines.
  - Address for primary manuscript contact.
- Research-oriented manuscripts should contain the need or purpose of the study, review of literature/related research that includes the conceptual foundation/theoretical basis for the study, procedures or methodology, findings and conclusions, and suggestions for applying research findings.
- Theoretical or conceptual manuscripts should contain the need or purpose of the paper with a strong rationale for its unique contribution to the literature, review of the literature and related research,

synthesis of the literature that results in a unique perspective or framework for therapeutic recreation services, implications and applications for practice, and suggestions for future research.

- Reference citations should be sufficient to cover background information and related literature. Reference citations should adhere to APA format.
  - All references to books, bulletins, and articles must be identified in the text by last name of author, year of publication, and where appropriate, pagination—all within parentheses. Depending on construction of the sentence, the citation will appear as Wise (2002) or (Wise, 2002). Specify subsequent citations of the same source in the same way as the first. However, within a paragraph, the year need not be included in subsequent references to the original work, as long as the study cannot be confused with other studies in the paragraph or manuscript.
  - For direct quotations only, pagination follows the year of publication, separated by a comma (Wise, 2002, p. 337).
  - If an author has more than one citation in the same year, distinguish the citations by use of letters (a, b, c, etc.) attached to the year in both text and reference appendix (Stumbo, 2006a; 2006b).
  - When a work has two authors, always cite both names every time the reference occurs in the text. When a work has more than two authors but less than six authors, cite all authors the first time the reference occurs; in subsequent citations include only the surname of the first author followed by “et al.” and the year (Hutchinson et al., 2002).
  - For institutional authorship, give identification each time the citation appears: The Center for Disease Control (CDC, 2010)
  - Enclose a series of references within parentheses, separated by semicolons in alphabetic order (Baird, 2001; Cheing, Tsui, Lo, & Hui-Chan, 2003; Gordon, Merenstein, D’Amico, & Hudgens, 1998; Stumbo, 2006a; 2006b).
- A list of references used in the text must be appended alphabetically on a separate page at the end of the manuscript as follows:

Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: BasicBooks.

Janssen, M. (2004). The effects of leisure education on quality of life in older adults. *Therapeutic Recreation Journal*, 38(3), 275–288.

Electronic sources must include the URL:

Centers for Disease Control and Prevention (CDC). (2010). How much physical activity do older adults need? Retrieved from <http://www.cdc.gov/physicalactivity/everyone/guidelines/olderadults.html>
- Authors are advised to use person-first terminology throughout their manuscripts. Specific suggestions for person-first terminology may be found in the *Publication Manual of the American Psychological Association* (6th edition, p. 76), and in the paper:

Dattilo, J., & Smith, W. (1990). Communicating positive attitudes toward people with disabilities through sensitive terminology. *Therapeutic Recreation Journal*, 24, 8–17.

#### PRACTICE PERSPECTIVES GUIDELINES

The focus of the Practice Perspectives is to embrace different ways of knowing about the therapeutic recreation (TR) experience and the facilitation of service delivery in both participant relationships and clinical, administrative, and interdisciplinary contexts. This section has been expanded to invite two distinct components:

- Case Reports that are about (a) an individual or group in TR/RT and/or health and human service, or (b) an intervention, protocol, or organizational aspect of TR/RT practice.
- Personal Narratives, also known as “first-person accounts” or “lived experience reports,” as a thematic lesson for TR/RT practice (by a direct or indirect recipient of care, or a facilitator of service delivery).

## MANUSCRIPT PREPARATION

The manuscript should describe any of the following:

- one or more unique practice applications of the therapeutic recreation process with participants (assessment, planning, implementation, evaluation) or programs;
- units of practice such as implementing a protocol or therapeutic modality; and/or
- the experience of participants, therapists, families, or colleagues with therapeutic recreation, program design or innovation, ethical dilemmas, or management strategies.

**Case reports.** Case reports should be written in past tense; personal narratives should be written in the first or third person appropriate to the genre (interview, letter, memoir, journal, chronology, autobiographical portrait). The recommended length for a case report or personal narrative is 10 to 15 pages, inclusive. Required components for each manuscript formatted in APA style include:

- Title page (separate page with author identification)
- Abstract and keywords (separate page)
- Case report or personal narrative (see content guidelines below)
- References
- Tables and figures (high resolution digital photographs will be accepted as figures)

**Title page.** On a separate sheet of paper submitted with the case report or personal narrative include (a) a concise, descriptive title; (b) submission date; (c) author(s) and respective title(s) or relationship(s), for example, therapist/supervisor, participant, parent, colleague; (d) any acknowledgments; and (e) a brief biographical sketch of the author(s), not to exceed four lines.

**Abstract and keywords.** A brief abstract should be presented on a separate page following the cover sheet. The abstract should summarize the purpose and content of the case report or personal narrative, and should be no longer than eight double-spaced lines. A list of five to eight key words should be included at the bottom margin of the abstract page.

### Case report content.

#### A. Introducing the Case Report

This section sets the stage so the reader understands the conceptual basis of the case by:

- Beginning with biographical, demographic, or situational facts that orient the reader to a specific individual or practice scenario.
- Maintaining confidentiality in presenting facts by using a participant or agency pseudonym or other mock identification.
- For reports about individuals, including (a) age (e.g., chronological/mental age estimation); (b) gender; (c) diagnosis/prognosis and relevant clinical background information that is needed to fully understand the report (e.g., relevant medications, functional levels, goals, or interdisciplinary and/or TR/RT interventions); (d) facility type (e.g., for-profit, SNF, ICF, long term care facility); and (e) length of stay. For reports about group interventions, protocols, or other practice contexts that impact clients (e.g., strategic planning, quality improvement activity), explicating the relevance to TR/RT with basic introductory definitions and explanations.

#### B. Content of the Case Report

This section should present content with substance by:

- Including adequate information to trace the therapeutic recreation process through the course of the case (i.e., assessment, planning, implementation, evaluation); AND
- Clearly delineating the context of an intervention, protocol, or administrative strategy, revealing how and why it was chosen, and whether it did or did not yield results in TR/RT practice.

#### C. Author's Comments to Conclude the Case Report

This section should summarize the content with clinical or personal commentary, reflections, critique, and/or ideas for the future by:

- Avoiding sentimentality in favor of new or unusual insight, sound integration with practice, or logical argument, and concluding with real life implications for TR/RT practice.

### **Personal narrative content.**

#### **A. Introducing the Personal Narrative**

This section introduces a practice-related experience or perspective by:

- Beginning with a statement of the narrative's purpose (e.g., to recount a revealing story of practice, to illustrate a practice idea anecdotally or with scenarios, or to explain a process).
- Exercising the author's choice to either (a) maintain confidentiality of identity to provide a level of comfort and anonymity in order to share the author's experience, or (b) purposely revealing identity as a way to verify author's subjective experience.

#### **B. Content of the Personal Narrative**

This section elicits the reader's understanding of TR/RT-related practice and how it is experienced by participants, therapists, administrators, and others by conveying distinct feelings and thoughts about it through:

- Relaying vivid details (by describing physical environments or features, behaviors, processes, or practice settings) in order to draw the reader into the experience, and authenticate the author's first-hand knowledge.
- Avoiding sentimentality in place of compelling storytelling as a context for deeper understanding of a participant's perspective, a therapist's perspective, or the perspective of any party involved in the narrative.
- Uncovering and revealing inaccessible, paradoxical, or taken for granted aspects of practice by writing about an authentic experience using real life examples such as images, scripts, letter writing, or diary entries.
- Coherently recounting practice-related experience as an ordered sequence; combining and balancing showing (in dialogue, scenarios, or procedural steps) with telling (by explanation of an event's significance) so that the importance of the experience shows for the reader and raises ethical or moral sensitivity regarding practice.

#### **C. Author's Comments to Conclude the Personal Narrative**

This section should move the reader to reflect and respond to practice in new ways by:

- Concluding with a retrospective finale to interpret the author's experiences connected to practice.

**References.** As part of some case reports or personal narratives, references may help to deepen the reader's focus on the content of a practice perspective. References may include published literature sources, personal interviews or communication, observations, or unpublished material relevant to the article.

**Tables and figures.** As part of some case reports or personal narratives, tables or figures might illustrate theory or practice application.

Tables and figures are camera-ready submissions formatted in APA style.

### **STUDENT ABSTRACT GUIDELINES**

**TRJ** invites submission of graduate-level thesis and dissertation abstracts relevant to the theory and practice of therapeutic recreation/recreation therapy. Blind reviews will be coordinated by an assigned editor or associate editor, and will involve professional reviewers and graduate student reviewers. Abstracts should be limited to 1,300 words. Submissions should include the student's name and title, the student's university and department affiliation, the student's specific degree program of study (e.g., MS in Recreation), and the name and title of the supervising faculty member.

### **BRIEF REPORTS GUIDELINES**

**TRJ** invites the submission of brief reports on any aspect of therapeutic recreation/recreation therapy theory and practice. Brief reports will be subject to double blind review and should not exceed 10 double-spaced pages (3,000 words, including references, notes, and tables). Manuscripts exceeding this length should be submitted to the general call for full length manuscripts. Examples of appropriate content for brief reports would include the following:

- Preliminary findings of a pilot study, with emphasis placed on initial results, suggestions for future research, and how the author intends to further pursue the topic.

- A specific aspect of a larger study, a replication, or an extension of a previously reported study that contrasts the results of the two studies, referring to the earlier study for methodological details.
- A summary of key findings and implications from a lengthy non-journal publication.
- A highlight of an unusual observation or methodological approach.

In all cases, the discussion of issues should be supported by empirical evidence, collected through qualitative or quantitative investigations. Brief theoretical reports of research are especially appropriate when a fuller report is available elsewhere or when a more comprehensive follow-up study is planned. In regard to content, authors should provide a sentence to a paragraph outlining the theoretical framework guiding the brief empirical report. The theoretical rationale should receive modest coverage in the research report (1 to 2 paragraphs) along with a brief review of the representative literature on the topic, with the main portion of the paper devoted to a thorough reporting and interpretation of the results. Unless previously published and cited as such, methodology should be fully explained as well.

#### REVIEW GUIDELINES

Books, monographs, videos, DVDs, and other professional resources are reviewed in order to expose readers to important literature and resources that would not otherwise be published directly in *TRJ*. Materials specific to therapeutic recreation/recreation therapy, as well as related materials, will be considered for review. In addition to recent publications, occasionally older works that have significant implications for contemporary practice and research will be reviewed. A comprehensive review of several related works may also be provided. Periodically, other resources such as assessment instruments, assistive technology, videos, and software programs will be reviewed. Materials will be reviewed by the book review editors of *TRJ*. Full reference information is needed, including the publisher's address and phone number.

#### SUBMISSIONS

All *TRJ* content is managed by Sagamore Publishing through a data management system accessed at <http://js.sagamorepub.com/trj/about/submissions>. Electronic submissions must adhere to the preparation guidelines (double-spaced, one-inch margins, Times or Times New Roman font, size 12, and so forth) and must be sent in Microsoft Word format.