SAVOURING ABILITIES SCALE (SAS): THE DEVELOPMENT OF A STRENGTHS-BASED ASSESSMENT FOR THERAPEUTIC RECREATION PROFESSIONALS

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Abstract

The purpose of this study was to develop and evaluate an assessment that measured savouring leisure. The assessment items developed were reviewed for content validity by eight international therapeutic recreation (TR) educators and administrators as well as eleven TR practitioners. An exploratory factor analysis was conducted to determine the most suitable items for the assessment. The results suggest that the original three subscale design needed to be modified to five. The reliability of the total assessment is α=.84. Statistical analysis for construct validity reveal 58.52% of the variance explained, and a moderate correlation was found between this study and other savouring assessments. The implications of the shift in conceptualization are reviewed through discussing factor analysis issues, the lived experience of savouring leisure, and the impact of the content validity process. This study contributes to the ongoing dialog of savouring leisure. Recommendations for future research are discussed.

Keywords: savouring leisure, assessment development, assessment evaluation, therapeutic recreation, factor analysis

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Chapter One: Introduction

Over the past 40 years Therapeutic Recreation (TR) professionals have been taking measures to heighten the level of quality of services offered within their scope of practice. Therapeutic Recreation proves and justifies itself as a profession through actions such as launching and establishing professional organizations, academic and evidence based journals and text books, competitive academic programs, certification and licensure processes, codes of ethics, standards of practice, continuing education, as well as best practice guidelines (Kesinger, 2009). These qualities demonstrate that a collection of knowledge has been compiled and made into an organized system or theoretical body of information, a way, as suggested by Greenwood (1966) to establish a profession. With all of the characteristics of a profession being met what exactly is TR? Simply put, it is the use of purposeful recreation and leisure interventions. However, as professionals within TR can identify with, it is more complicated than specifying useful free time engagements to clients.

TR is the "systematic and planned use of recreation and other activity interventions and a helping relationship in an environment of support with the intent of effecting change in a client's attitudes, beliefs, behaviors, and skills necessary for psychological adaptations, health, and well-being" (Shank & Coyle, 2002, p. 54). As demonstrated through this definition TR offers a unique and diverse approach to assisting clients achieve a variety of goals. Therapeutic Recreation professionals use recreation and leisure based interventions as the modality for change with a variety of populations ranging from children to older adults. The establishment of this profession continues to

progress, however, TR remains a relatively new profession within the field of allied health sciences.

As a young profession, a need remains for continued growth and development. A recent evolution and paradigm shift felt across most health care fields is a move from deficit-focused care to a client-centered, strengths-based focus. This change has also been echoed within TR as seen through the change in theoretical grounding used in service delivery, or practice, models. Models became introduced to TR in the late 1970's as a tool used as a blue-print to describe the framework of professional practice (Sylvester, Voelkl & Ellis, 2001; Williams, 2008). First accepted within the field is the Leisure Ability Model (LAM) introduced in 1984 by Peterson and Gunn, whereas the Leisure and Well-Being Model (LWM) was introduced in 2007 by Carruthers and Hood/Hood and Carruthers. The LAM is still used in practice; however, it does not incorporate or speak to emerging trends in health care that reflect the client-centered or strengths-based care. In contrast, the LWM incorporates client-centered, strengths-based, and aspects of positive psychology that support the shift in paradigm.

The LWM extends itself into this paradigm shift by focusing on the development of "already-existing strengths and facilitation of the positive aspects of life rather than simply remediation of problem areas" (p.225). The LWM offers a strong theoretical foundation in leisure behaviour and positive psychology where leisure is the means and well-being is the end (Ross & Ashton-Shaeffer, 2009). The need to continue to adopt, incorporate and promote the LWM into practice is justified best by Carruthers and Hood (2007) who specify, "the profession of TR has the opportunity to play an important role in supporting clients to create a life of meaning, in spite of challenges and limitations"

(p.278). Although the LWM effectively supports the paradigm shift in health care, this has yet to become apparent in other essential aspects of TR service delivery. The need to continue to adopt and move forward in using a strengths-based approach in TR is outlined by Anderson and Heyne (2013) who provide a conceptual overview of what TR service delivery should look like:

> Goals and interventions are driven by aspirations the participant has identified. Strengths are the catalyst of intervention and change; weakness or problems are managed and given just enough attention so they do not interfere with working towards the participant's goals. This approach assumes the participant is, or has the potential to be, the expert in their own life (p. 91)

The process of TR, known as the APIE process, requires practitioners to conduct assessments, plan and implement meaningful and purposeful interventions and finally to evaluate the process. The health care paradigm shift has yet to gain a solid influence throughout the entire APIE process, particularly within the first step of assessments, as there is a noted focus of assessments on and the treatment of deficits (Shank & Coyle, 2002; Stumbo, 2002; Stumbo & Peterson, 2004). This does not align with the LWM or the Canadian Therapeutic Recreation Association (CTRA). The Canadian Therapeutic Recreation Association also advocates for the assessment of client's strengths and interests within their standards of practice (2006). There is an existing gap between theory, standards and practice as it is difficult to obtain a standardized assessment, assessments that have been rigorously tested for validity and reliability, which focuses on the strengths of an individual. Such assessments do exist within other professions; however, there is limited access to those that use a leisure lens and thus assist in

facilitating TR intervention planning. Without strengths based assessments TR professionals face the inability to execute the LWM to its full potential as well as follow the standards of practice as set forth from CTRA. A proposed means of remedying this gap is through creating an assessment that is focused on the development of strengths as outlined within the LWM.

Importance of Savouring for Therapeutic Recreation

The LWM explains savouring as an intervention to enhance leisure experiences, which circuitously supports the growth and development of psychological, social and environmental resources (Hood & Carruthers, 2007). Understanding clients savouring ability aids in the TR process as it has been proven to have a variety of beneficial outcomes. Beneficial consequences are evident across the lifespan for those who have the tendency to savour such as increased subjective well-being (Bryant, 1989; Meehan, Durlak, & Bryant,1993) as well as a greater sense of optimism, internal locus of control, self-control behaviours, life satisfaction, and self-esteem (Bryant, 2003). Savouring also influences the establishment of identity as well as maintains personal forms of identity (Beaumont, 2011; Erikson, 1963). Bryant, Smart and King (2005) describe savouring as a means of coping (Butler, 1963; Revere & Tobin, 1980), a means to decrease negative affect (Butler & Lewis, 1982; Fallot, 1980) and regulate positive emotions (Tugade & Fredrickson, 2007). Savouring is also a tool to resolve problems as it can be used to foster closure to unresolved issues (Coleman, 1974; Lieberman & Falk, 1971; O'Leary & Niewwstraten, 2001). These outcomes are desirable for a variety of client groups of that use TR services. To support these benefits, an assessment is required.

Savouring leisure defined. The assessment being developed for this study will define savouring leisure as follows: the deliberate focus on the positive aspects of a leisure experience brought forth through recollection, anticipation and being present in the moment. Positive aspects of a leisure experience include sensations, thoughts, behaviours, perceptions, and feelings as experienced through active engagement. These aspects of a leisure experience will be applied to past, present and future perspective to aid in the development of assessment items. The use of this definition will guide the assessment to determine how a person savours during his/her leisure time.

Purpose of the Study

The overall purpose of this quantitative research study was to develop and evaluate an original assessment that measured savouring leisure. The potential of savouring leisure is described by Hood and Carruthers (2007) as "leisure may provide a unique context in which to enhance positive emotions and experience through savoring, and TR specialists can use this information to help their clients move towards a rich and fulfilling life" (p. 312). Given that assessments are "the cornerstone of the therapeutic recreation process" (Anderson & Heyne, 2013, p. 90) it is important for practitioners to have access to an assessment that would allow them to establish savouring abilities, and use savouring leisure as an intervention tool. Anderson and Heyne (2013) further encourage the use and development of strengths-based assessments by stating "given that therapeutic recreation services have been couched in the medical model so solidly, the profession may need guidance and information in using strengths approach, especially in the critical area of assessment" (p. 90).

With having a tool to measure savouring leisure TR can continue to adopt a strengths-based, person-centered approach by being able to implement the LWM and other similar models. To develop such a tool this study included generating items, or questions, which represented savouring leisure. These items were then put through a series of evaluative tests to determine their validity and reliability using a variety of samples, such as educators, administrators, practitioners and undergraduate students.

Chapter Two: Review of Literature

Positive Psychology

Traditionally within psychology the quest has been to understand what is wrong with people, however, within the 21st century an initiative has begun that seeks to understand what is right with people (Snyder & Lopez, 2007). This in essence is the motivation of positive psychology. Positive psychology is formally defined as "the science and application related to the study of psychological strengths and positive emotions" (Snyder & Lopez, 2007, p. 22). It seeks to gain a well-balanced understanding of individuals, not through discounting negative aspects of life, but through validating both the positive and negative aspects (Snyder & Lopez, 2007). This encourages an inclusive approach "that examines both the weaknesses and the strengths of people" (Snyder & Lopez, 2007, p. 9). Harris and Thoresen (2006) point out that the "absence of a negative does not ensure the presence of a positive" (p.28). The focus of solely on the negative, is risking the possibility of overlooking the opportunity to build resources and capacities as additional strategies for wellness.

Using an inclusive approach within the health care setting allows for increased benefits for clients. Clients experience greater benefits because the "growth and maintenance of positive characteristics and behaviors may ensure the absence of negative characteristics and behaviors" (Harris & Thoresen, 2006, p. 28). Keyes and Lopez (2002) state that the research within mental health has better equipped professionals to help people who have broken down, yet it has not impacted how to prevent people from breaking down initially. Similarly, Ryff and Singer (1998) advocate for the need that psychology moves beyond the role of a "repair shop" and uses its science as a means to

develop individuals to live better, healthier lives that are meaningful. It is possible that by growing strengths and increasing attention to positive states instead of efforts to rid people of problems can simultaneously reduce negative experiences (Fredrickson, 2001, 2003; Fredrickson & Branigan, 2005; Harris & Thoresen, 2006). With more research and evidence-based practice Harris and Thoresen (2006) believe that:

> by reframing problems to include the absence of the positive, in addition to the presence of the negative, strength-promoting interventions may enter the universe of reasonable solutions, and ultimately may be found to be more effective, efficient, or attractive to consumers than pathology based ,symptom-reduction conceptualizations and interventions (p.28)

Positive psychology has not been well received in all realms of psychology. Authors such as Wong (2011) state there has been a noticeable lack of critical scrutiny towards concepts such as happiness, positive emotions, and virtues. It is important to acknowledge those who oppose, challenge, and/or contest positive psychology, with arguments against it, may bring up valid points of discussion. An example of this is Lazarus (2003) who states:

> positive psychology makes a false dichotomy out of the positive and negative rather than integrating them. It opposes, avoids, minimizes, or denies the realities, though this too is denied. It idealizes the search for a never-ending happy experience of life. However, it masks this outlook within a set of human virtues, which, at first blush, are difficult to second-guess because of social correctness; everyone wants to be on the side of virtue (p.173)

Lazarus (2003) also believes positive psychology "lacks conceptual clarity" (p. 174) as well as does not acknowledge or deal with the lack of longitudinal or intra-individual perspectives in research. Other scholars, who support Lazarus' opinions, add to this perspective with claims such as "much of the work done under the banner of positive psychology is of scientific value, but we sense the hand of popular culture as a guiding force" (Matthews & Zeidner, 2003, p. 137). Such statements spark great controversy amongst positive psychology academics who continue to rationalize and justify their own perspectives.

Snyder and Lopez (2007) make efforts to extinguish the "us-versus-them" debate that is evident within positive psychology literature by explaining there is merit to using both a positive psychology view as well as a traditional pathology view. The authors encourage people to look at the commonalities between the two, as well as incorporate both views, to mitigate the best scientific research and practical solutions (Snyder & Lopez, 2007). Abraham Maslow (1965) stated "psychology ought to become more positive and less negative. It should have higher ceilings, and not be afraid of the loftier possibilities of the human being" (p. 27). This view is still relevant in psychology today where TR can play a role in assisting individuals to pursue healthier lives filled with meaning that contribute to their well being. Positive psychology is used to teach people effective ways to improve well-being and overall functioning (Seligman, 2011). Interest in positive psychology is steadily increasing (Hart & Sasso, 2011) and being brought to the forefront of health care therefore therapeutic recreation professionals should also be cognizant of such developments

Application to therapeutic recreation. Myer (1993) provides suggestions for a happier life that directly incorporates the fundamentals of TR. One suggestion is to take control of your time, which by description would also mean free time, as happy people feel in control of their lives. Managing free time through intrinsic motivations is an avenue in which people can achieve this. The second suggestion is to seek leisure that engages personal skills. This supports Csikszentmihalyi's (1990) theory of flow, which happens when a person becomes fully absorbed in a task that is an optimal blend between challenge and skills that an individual possesses. The third suggestion is to become more physically active. Physical activity, a common recreation pursuit, is highly beneficial for the body but also the mind as it is an antidote for stress, anxiety, and mild depression. The fourth suggestion is to give priority to close relationships. The dynamics of leisure allow it to be subjective and used to meet an individual's needs, as in this case it can facilitate being social. This subjective characteristic of leisure also suits the idea of keeping a journal of gratitude. Journaling can be considered a free time engagement. This encourages individuals to be mindful and present in their daily lives, components that are strongly encouraged as a manner to enhance leisure experiences (Carruthers & Hood, 2007; Hood & Carruthers, 2007). Furthermore, Myer (1993) encourages people to reach beyond themselves. This is highly connected to virtuous leisure as included in the Leisure and Well-Being Model (Carruthers & Hood, 2007; Hood & Carruthers, 2007) as a means to enhance a leisure experience.

Savouring

What is savouring? What is known about savouring? Why should savouring be considered as an intervention? How will savouring be incorporated into this study and

how is savouring relevant to TR practice? All such questions will be answered within the following section. The beginning of this savouring journey stems from a simple quote which underlines the premise of this study: "…people have capacities to attend to, appreciate, and enhance the positive experiences in their lives" (Bryant & Veroff, 2007, p. 2). Seeing individuals with this lens, TR professionals have a duty to support those who do not see this potential within themselves. This directly aligns with the overall goals of TR; to generate positive affect, emotions and experiences, to create a sense of well-being, and for a client to reach their full potential (Hood & Carruthers, 2007). The means of achieving this within TR is by intentional engagement in savouring leisure.

Outlooks on savouring. Savouring, a concept within psychology, has evolved over time and continues to do so. Initially savouring was presented as a construct used to gain an understanding of perceived control of ones environment. Bryant (1989), explains savouring as "(a) cognitive or behavioral strategies that one can use to amplify or prolong enjoyment of positive events, (b) one's ability to anticipate future positive outcomes in ways that promote a sense of pleasure in the present, (c) one's ability to recall past positive events that enhance present well-being, or (d) friends or relatives who can help one enjoy positive events" (p. 775-776). A variety of scholars have continued to develop the savouring literature as a means to improve well-being through positive experiences. Naturally, as time progresses the perspectives on savouring have evolved and become sharpened.

Savouring is a complex occurrence, explained best from broad to more narrow and specific conceptual levels. These levels descend from savouring experiences, savouring process, savouring beliefs, and savouring responses/strategies as shown in

Figure 1. Different authors offer a unifying approach to some components, which will further be discussed, though each component will be distinguished. The primary or most broad component is a savouring experience, although each part is interrelated.

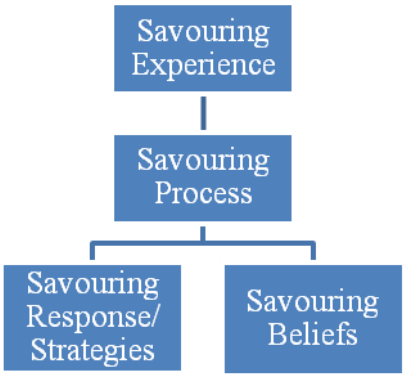

Figure 1. Conceptual levels of savouring: broad to narrow.

A savouring experience is the appreciation of a positive event or stimulus. This includes sensations, behaviours, thoughts, perception and feelings while engaged in a positive experience such as enjoying the changing colour of the leaves during fall, or spending time with family and friends (Bryant, Chadwick & Kluwe, 2011). Savouring experiences is either world- focused or self-focused. World-focused is attributing the positive emotions one has experienced to something external of themselves, and self-focused is attributing positive emotions one has experienced internally as a direct connection to themselves (Bryant, Chadwick & Kluwe, 2011).

The savouring process is described as "a sequence of mental or physical operations that unfold over time and transforms a positive stimulus into positive feelings to which a person attends and savours" (Bryant, Chadwick & Kluwe, 2011, p. 108). These processes include thanksgiving, marveling, basking and luxuriating, each of which

regulates different positive emotions (Bryant & Veroff, 2007). Specifically, thanksgiving regulates gratitude, marveling regulates awe, basking regulates pride, and luxuriating regulates physical pleasure (Bryant, Chadwick & Kluwe, 2011). Those who experience the pleasures of savouring derived from an external source tend to use thanksgiving and marveling, whereas those who experience savouring as a result of internal means engage in basking and luxuriating (Bryant, Chadwick & Kluwe, 2011; Bryant & Veroff, 2007). This is important since savouring can be experienced by people in diverse manners, can present different types of interactions with experiences, and can directly impact regulation of varying positive emotions. Savouring can appear and feel distinct between different individuals. Savouring then becomes narrower for the final conceptual levels of savouring response/strategy and savouring beliefs.

As a measurable construct savouring currently exists as two diverse concepts proposed by Bryant (2003) and Bryant & Veroff (2007): *beliefs* and *responses/strategies*. However, a more blended and intertwined conceptual approach between beliefs and responses is offered by Quoidbach, Berry, Hansenne, and Mikolajczak (2010) and Nelis, Quoidbach, Hansenne and Mikolajczak (2011) who provide four broad savouring *strategies* as a means of emotion regulation, as represented in Table 1.

Table 1.

Comparison between savouring beliefs and strategies.

Beliefs	Strategies
Reminiscing	Positive Mental Time Travel
Anticipation	Be Present
Present in the Moment	Capitalizing
Responses/Strategies	Behavioural Display
Sharing with Others	

Memory-Building
Self-Congratulation
Comparing
Sensory- Perceptual Sharpening
Absorption
Behavioral Expression
Temporal Awareness
Counting Blessings
Kill Joy Thinking

As theorized by Bryant (2003) and Bryant & Veroff (2007)

As theorized by Nelis et al. (2011)

Savouring beliefs, a key concept is "the notion that people make self-evaluations of their capacity to enjoy positive experience. We refer to people's subjective perceptions of their personal ability to enjoy positive experiences as beliefs about savouring capacity" (Bryant & Veroff, 2007, p. 40). Savouring beliefs require a temporal focus on positive feelings generated from experiences through being present in the moment, thinking of the past (referred to as reminiscing), or focusing on the future (referred to as anticipation). For example, savouring through being present in the moment requires one to be mindful of their present experience, particularly to the positive emotions derived from it (Bryant & Veroff, 2007) or as described by Quoidbach et al. (2010) "by deliberately directing attention to the present pleasant experience" (p.369). Savouring the present moment or to be present in a commonality between how savouring is represented by the authors, within their unique yet similar manner of characterizing what composes beliefs, responses, and strategies. Reminiscing and anticipation as constructed by Bryant and Veroff (2007) is synonymous with positive mental time travel (positive MTT) as suggested by Quoidbach et al. (2010) and Nelis et al. (2011).

These two abilities, anticipating and reminiscing are closely related (Suddendorf & Corballis, 2007). Savouring through reminiscing is when people "attend to positive feelings they rekindle from the past or attend to other positive feelings they experience when looking back on the past" (Bryant, Chadwick & Kluwe, 2011, p. 110). Consciously remembering past events is also described as episodic memory (Quoidbac, Hansenne & Mottet, 2008). Similar to looking back on the past, savouring beliefs and positive MTT also includes looking forward to the future. Savouring through anticipation requires a person to "attend to positive feelings they imagine they will have in the future, or attend to other positive feelings they experience while looking forward" (Bryant, Chadwick & Kluwe, 2011, p. 110). This is also known as episodic future thinking, which is "the ability to project the self forward in time to pre-experience an event" (Atance & O'Neill, 2001, p. 537). Just as being present in the moment, positive mental time travel involves temporal awareness or autonoetic consciousness. Autonoetic consciousness is being aware of ones existence within a subjective time ranging from thinking of oneself in the past through to projecting themselves to the future (Tulving, 1985; Wheeler , Stuss, & Tulving, 1997). Bryant and Veroff (2007) make a separation between beliefs and responses/strategies, however, Quoidbach et al. (2010) and Nelis et al. (2011) offer strategies that operate within both of these aspects. This includes behavioural displays and capitalizing (Quoidbach et al., 2010; Nelis et al., 2011) which are synonymous with behavioural expression and sharing with others as developed by Bryant and Veroff (2007).

Savouring responses, often time referred to as strategies, are "cognitive and behavioral reactions to ongoing positive experience" which "reflect different patterns of

response to positive events that may or may not influence the intensity or duration of one's actual enjoyment of these events" (Bryant & Veroff, 2007, p. 41). Bryant and Veroff (2007) propose ten strategies to savouring. The ten strategies include sharing with others, memory building, self-congratulation, sensory-perceptual sharpening, comparing, absorption, behavioural expression, temporal awareness, counting blessings, and kill-joy thinking.

Sharing with others is described by Bryant and Veroff (2007) as "seeking out others to share the experience with, telling other how much you value the moment" (p. 91). Sharing with others is an important strategy as it causes a person to rely on and use their social supports. It is similar to capitalizing as it is communicating and celebrating positive events with others (Langston, 1994). Bryant and Veroff (2007) reveal that a social-behavioural approach to savouring is the strongest predictor of enjoyment levels; however, it is important to note that people with outgoing personalities are most likely to use this strategy.

Memory building is described by Bryant and Veroff (2007) as "actively storing images for future recall by taking mental photographs and/or thinking of reminiscing about the event later with other" (p.93). People can build memories actively by searching for, noticing and highlighting parts of a positive experience that is more enjoyable for them (Bryant & Veroff , 2007). This process involves pinpointing and accentuating events during the positive experience which results is more complete and life-like memories. Savouring can also be done through self-congratulations.

Self-congratulations is the ability to "tell yourself how proud you are or how impressed others must be and/or reminding yourself of how long you've waited for the event to happen" (Bryant & Veroff, 2007, p. 93). Self-praise and satisfaction is often in correlation with the achievement with personal goals and personal success. Bryant and Veroff (2007) also describe self-congratulations as both cognitive and behavioural. Cognitively it can be achieved through self-talk, whereas behaviourally it can be achieved by bragging, or displaying "I'm #1" gestures in photographs. Behavioural gestures or actions can shorten the enjoyment and also irritate other people (Bryant & Veroff, 2007). An additional way savouring can occur is through sensory-perceptual sharpening.

Sensory-perceptual sharpening is described by Bryant and Veroff (2007) as "intensifying pleasure by focusing on certain stimuli in the situation and blocking out others, and/or trying to sharpen one's sense through effortful concentration" (p. 94). This can include closing one's eyes to heighten other senses. Sensory-perceptual sharpening as a savouring strategy can be impacted negatively if there are multiple sensory stimulations happening that the same time that require attention or if it is difficult for a person to block out other sensory stimulations. Savouring can also be accomplished through comparison.

Comparing as a savouring strategy is "contrasting your own feelings with what others seem to be feelings, comparing the present situation with similar times in the past or with what one imagined the event would be like" (Bryant & Veroff, 2007, p. 94). Comparison is a sensitive savouring strategy since it can be beneficial if a person perceives themselves to be at a greater advantage than other person, but it can be reduce

enjoyment if the opposite is perceived to be true. With comparing, it is difficult to estimate how much more or how much longer enjoyment for a person can be obtained from an experience since it is highly subjective to a person's perceptions (Bryant & Veroff, 2007). Comparison is effective if people are "selective in making downwards, rather than upwards social (e.g., "I'm better off than others"), temporal (e.g., "I'm better off now than I was before"), or counterfactual (e.g., "Things might not have been this good") comparisons in response to positive events" (Bryant & Veroff, 2007, p. 94). It is better to make comparisons regarding what one does not have rather than does have; however if done too much the state of flow may be compromised. Furthermore, savouring can be practiced through becoming as absorbed as possible to an experience.

Absorption is "trying not to think, but rather to get totally immersed or engrossed in the moment, relaxing and existing on in the present" (Bryant & Veroff, 2007, p. 95). Absorption is very much aligned with Csikszentmihalyi's (1975, 1990, 2002) construct of flow where skill level and challenge of an activity are optimally met allowing for the participant to experience a loss of awareness regarding time, place, and sense of person. Using this savouring strategy requires purposeful prevention of cognitive engagement such as reflecting or questioning in order to truly be present in the experience of the positive event (Bryant & Veroff, 2007). An additional method through which people savour is through their behavioural expressions.

It is possible for people to express a savouring strategy more concretely through their behaviour. Behavioural expression can include "laughing, giggling, jumping up and down, and making verbal sounds of appreciation" (Bryant & Veroff, 2007, p.95). However, Nelis et al. (2011) emphasize expressing positive emotion non-verbally, such

as smiling, as being an equally valid strategy to savour. This savouring strategy solely consists of outward behavioural expression, with no additional cognitive strategies simultaneously occurring. Any behavioural expression that enhances or encourages savouring may be reflexive, automatic or deliberate (Bryant & Veroff, 2007). Temporal awareness is an additional strategy that people engage in during savouring.

Temporal awareness as described by Bryant and Veroff (2007) is "reminding oneself how transient and fleeting the moment is, wishing the moment could last forever, telling oneself that one must enjoy it now" (p.96). This is strictly a cognitive strategy where one is aware of the passing of time, unlike absorption when sense of time is lost. During temporal awareness people are aware of the preciousness of time which almost forces people to reflect on the positive even that would be ending soon. Counting blessings is also a way in which savouring strategies can be done.

Counting blessings is the act of "reminding oneself of one's good fortune and/or thinking about how lucky one is" (Bryant & Veroff, 2007, p. 96). In order to count blessings a person must be able to identify exactly what they are grateful or thankful for, thereby identifying the source (Bryant & Veroff, 2007). If this is done continuously over time it is possible for it to become habitual therefore creating an "attitude of gratitude" (Bryant & Veroff, 2007, p. 96). The last savouring strategy which is to be addressed is that of kill-joy thinking. This is a reaction to a positive event that does not increase positive emotions.

Kill-joy thinking is "reminding oneself of other places one should be and other things one should be doing, thinking of ways in which the positive event could have been

better" (Bryant & Veroff, 2007, p. 97). This automatic and sometimes purposeful action reduces the enjoyment of an experience. This is not a strategy that promotes savouring but rather decreases savouring since it dampens, short changes, and cuts short possibly positive events (Bryant & Veroff, 2007). Similarly, Nelis et al. (2011) describe four dampening strategies as suppression, distraction, fault finding, and negative mental time travel. These ten ways of savouring strategies can be measured using the Ways of Savouring Checklist or WOSC (Bryant & Veroff, 2007).

Population considerations. Although this study will not be testing the assessment with specific client groups, it is important to be aware of the usability potential during the process of developing items. Such considerations include wording complexity, potential behaviours or actions that one may do while savouring leisure, and identifying any risk of harm that may happen as a result of using savouring as an intervention.

When considering the usefulness of this assessing savouring for specific populations information was difficult to obtain. The role and more specifically the ability and appropriateness of savouring have been examined in a limited manner. Researched evidence on the impact of savouring to happiness, well-being and positive affect has been supported mainly with healthy individuals as research participants. Examining the use of savouring with individuals who are experiencing health concerns is limited. Applegate, El-Deredy and Bentall (2009) studied reward responses in groups prone to psychosis by comparing hypomania and negative schizotypy, assuming such groups represented opposing ends of a psychological responsiveness spectrum. Applegate et al. (2009) suggest "that the hedonic deficit identifiable in those who are negatively schizotypal can

be attributable to the inability to savour in past, present, and future; that is, to deliberately, consciously, 'relive' positive experiences through the recall of mental imagery that is associated with past positive event" (p. 455). Due to an inability to experience pleasure an inability to replay, recognize, or look forward to potentially positive pleasurable experiences through savouring is obstructed. Conversely, savouring was not as greatly impacted in hypomania but an impact was still noted.

Applegate et al. (2009) state " manic symptoms in patients with BPD [bipolar disorder] and hypomanic state in healthy student may reflect excessive or unrealistic anticipation of reward stimuli explained by an over-active BAS [behavioural activation system] but not by an excessive ability to savour pleasurable experiences" (p. 455). This statement is problematic as anticipation is a method in which people can savour. Experiencing excessive or unrealistic anticipation has a direct negative impact on savouring as it is likely a negative experience such as a let down, or disappointment is to follow.

An additional population consideration is for individuals with brain damage. Such individuals, who have difficulty or an inability to remember their past or episodic memories, typically have impairments with anticipating future experiences or episodic future thinking (Hassabis, Kumaran, Vann & Maguire, 2007; Klein, Loftus & Kihlstrom, 2002; Tulving, 1985). Personality also plays a crucial role in a person's ability to execute savouring. This includes people with high neuroticism as discussed by Quoidbach et al. (2008). They found people who exhibit high levels of neuroticism anticipate or project the future in a negative manner, as well as reminisce more negative events. This supports

the notion that anticipation and reminiscing rely on similar mechanisms (Quoidbach et al., 2008).

Having reviewed the literature regarding the impact of savouring on a variety of population characteristics it would be inappropriate for savouring based assessment to be used with clients who are psychosis prone, or have brain damage. This proposed assessment would suggest that it is administered with individuals who function at a level 6 or higher on the Rancho's Los Amigos Scale and have a developmental ability to understand the items on the assessment. The items will have a Flesch Kincaid Readability level of 5.0 or less, which is entering grade 5 or age 10-11. It is expected that the TR professional will be able to critically gauge the appropriate use of this assessment with intended clients.

Benefits and outcomes of savouring. The way in which someone understands themselves in regards to experiencing a positive event impacts their overall positive affect. McMakin, Siegle and Shirk (2011) state:

> Positive affect may be enhanced when positive events are understood as salient to the self, and under some control of the individual. Individuals who attribute positive events to stable and internal causes experience more positive affect in response to positive events; while individuals with persistent depressed mood frequently fail to make such attributions (p.218)

By assisting a client with developing the tools needed to be responsible for maximizing the benefits of a positive experience, they can potentially experience an increase in positive affect as well as autonomy as this is an exercise of deliberate control.

Layden (1982) explains that modifying how one attributes the sources of positive experience is possible. Savouring is one way in which this can be explored with clients. Using savouring as a means of impacting and controlling how one experiences a positive event will allow them to create or develop a person's connection to their own involvement in a positive experience.

Therapeutic Recreation

Therapeutic Recreation is a unique and highly flexible profession, which is executed in a variety of settings that work with a variety of people. The National Council for Therapeutic Recreation Certification (NCTRC, 2007) conducted a job analysis of its members to gain a better understanding of the role of its members and the environments in which they work. Of the members who participated in this study the primary service setting for 40% of the respondents was a hospital, followed by skilled nursing facilities (18.2%) and residential/transitional care (12.1%). The main levels of care provided from such facilities included long-term care (24.9%), rehabilitation care (19.6%) and acute care (18.8%). Within this job analysis the primary population served is reported to be individuals with mental health or behavioural concerns, as well as geriatric who are mainly adults or older adults. This report is useful in highlighting the main segments of health care where TR is implemented. Understanding where TR professionals execute services is valuable in understanding the potential avenues of assessment implementation.

The job analysis also states members practice TR in other service settings such as parks and recreation organizations, outpatient and day treatment, disability support organizations, schools, day cares, correctional facilities, and private practice. Populations

served also range from physical medicine, psychiatry, disabilities, and developmental disabilities with all age groups from pediatrics, adolescents, adults and older adults (NCTRC, 2007). With such expansive service settings, levels of care and populations, TR must be tailored to suit the needs of those individuals. Carter and Van Andel (2011) define TR as "a holistic process that purposefully uses recreation and experiential intervention to bring about change- either social, emotional, intellectual, physical or spiritual- in an effort to maintain and improve health status, functional capacities and quality of life" (p. 9). Carter and Van Andel (2011) explain further that the TR process is not limited to certain types of people or to specific settings- rather it is open to those who have needs that can met through TR interventions, regardless of setting they are in or person they are. Therapeutic Recreation is useful within these settings due to the body of knowledge from which it stems.

Therapeutic recreation professionals must be knowledgeable about the impact of illnesses and disabilities on the environment surrounding the person (Anderson & Heyne, 2012). There is a strong emphasis on understanding disabilities, individualized or person centered approach to care, using a systematic process as well as being skilled in the use and formation of a helping relationship (Anderson & Heyne, 2012). "The body of knowledge that differentiates what therapeutic recreation specialists do from other health and human service professionals includes expertise in leisure, strengths, aspirations and environmental context" (Anderson & Heyne, 2012, p.131).

Impact of paradigm shift in health care. Changes that occur in foundational healthcare perspectives cause a ripple effect for the professionals that provide the healthcare services. Carter and Van Andel (2011) explain that even through the structure

of the healthcare system has not significantly changed over the years: the functionality and focus of care has. Coyle and Shank (2004) state, "finally there is clear indication that the traditional disease oriented medical model of health care must be balanced with comprehensive health promotion and illness prevention services, including the prevention of secondary health conditions for which persons with chronic illnesses and disabilities are vulnerable" (p. 112). A prominent shift that has happened is moving away from the traditional medical or clinical models, which are deficit-based, to ones of a strengths-based practice. The redirection away from deficits and problems is shifting to the use of strengths and assets that can be used to manage problems (Gottlieb, Gottlieb, & Shamian, 2012). The focus is becoming less disease-oriented to one that is more broadly focused on active participation in wellness (Carter & Van Andel, 2011).

Using a deficit-approach would mean that individuals accessing health care are assessed on their “deficits, illness, disability, poor functioning, or other negative states” (Heyne & Anderson, 2012, p. 111). Therapeutic recreation has not been exempt from seeing clients with this approach, as it is influenced by common perspective in healthcare. The focus of service then becomes fixing the identified problems. Interestingly, a person’s strength's may be scarcely used to help mediate an identified problem; however, the problem remains the focus of the process (Heyne & Anderson, 2012). Such a shift in an overarching approach to healthcare consequently impacts TR. Authors Anderson and Heyne (2012) and Saleeby (2006) provide a useful comparison between strengths and deficits paradigms with a focus on the paradigm’s implications for TR, as shown in Figure 2.

Deficits Approach		*Strengths Approach*
Person is a "case" or a "diagnosis"	⇨	Person is unique with talents and resources
Emphasis is on what is wrong, missing, or abnormal	⇨	Emphasis is on strengths, resources, capabilities, aspirations, and adaptive processes
Participant is viewed as a problem needing to be fixed; intervention is problem focused	⇨	Participant is viewed as potential waiting to be developed; intervention is possibility focused
Professional is the expert concerning the individual's life	⇨	Individuals, families, and communities are viewed as the experts
Expert professional interprets the person's story to arrive at a diagnosis	⇨	The professional knows the person through the person's story and interpretation of events
The professional develops a treatment plan for the individual	⇨	Aspirations of the individual, family, and community are the focus of the work to be done—the plan is developed in collaboration
A framework and vocabulary is developed to describe problems	⇨	A framework and vocabulary is developed to describe strengths
Play, recreation, and leisure are viewed as superfluous experiences only tangentially related to improving a person's health	⇨	Play, recreation, and leisure are viewed as integral to well-being, and are essential to recovery and rehabilitation
Absence of illness or dysfunction is the goal	⇨	Well-being, thriving, and high quality of life are the goals
Medical model is used	⇨	Ecological model is used

(Anderson & Heyne, 2013, p. 94)

Figure 2. Shifting from deficits-based approach to strengths-based.

This impact has become evident in a variety of manners. For example, national and international organizing bodies within TR, such as the Canadian Therapeutic Recreation Associations (CTRA) and NCTRC have included a strengths-based focus to "Standards of Practices". The paradigm shifts are also evident in newly published practice models. A change in focus on remedying, reducing, or removing the deficit has evolved to supporting strengths, providing opportunities for growth to one's full potential and well-being (Carruthers & Hood, 2007; Hood & Carruthers, 2007).

Practice Models

Practice models within TR serve several purposes to the profession. Models "facilitate communication and assist with accountability and program development" (Ross & Ashton-Shaeffer, 2009, p. 193). A variety of practice models exists given that TR is used with a wide variety of populations, each representing different needs, as well different types of facilities. Currently, there are nine practice models that have been in use for different lengths of time. These models include the Leisure Ability Model, the Health Protection/Health Promotion Model, the Therapeutic Recreation Service Delivery Model, the Therapeutic Recreation Outcome Model, the Self-Determination and Enjoyment Enhancement Model, the Optimizing Lifelong Health through Therapeutic Recreation Model, the Therapeutic Recreation Accountability Model, the Leisure and Well-Being Model (Carruthers & Hood, 2007; Hood & Carruthers, 2007), as well as the Leisure-Spiritual Coping Model (Heintzman, 2008).

Ross and Ashton-Shaeffer (2009) provide sound recommendations of characteristics of worth that quality practice models should contain. The authors' three suggestions are:

1. "therapeutic recreation practice models that embrace health and wellness as ultimate outcomes yet include functional outcomes would appear to have much worth" (p.199).

2. “health and leisure are both important outcomes for therapeutic recreation services, and therefore, models that address both would have much worth” (p. 200).

3. “the therapeutic recreation models that broadly define the scope of the therapeutic recreation practice and its uniqueness may likely have more worth” (p.200).

The authors suggestion of “models that embrace health and wellness as ultimate outcomes yet include functional outcome” (p.199) support this based upon the shift in perspective of the International Classification of Functioning, Disability and Health (ICF) released from the World Health Organization (WHO). This is representative of a predominant change in health care as it considers how a person’s health fits with his/her life as a whole through the activities they do, and the environments they live in, rather than solely from the perspective of a disease, disorder and/or injury a person may have (Porter & burlingame, 2006).

Furthermore, the suggestion of models including both health and leisure related outcomes is supported through using TR to meet the objectives set forth by the Centers for Disease Control and Prevention (CDC) to meet Health Protection goals. An example of set objectives includes increasing the number of children and older adults “who live, work, and play in social and physical environments that are accessible, that support their health, safety quality of life, and that promote health behaviours” (CDC, 2006, p.11). Lastly, the suggestion that models provide a broadly defined scope of TR that speaks to its uniqueness is supported through the Pew Health Professions Commission (1995), who

advocates for more collaboration between professional, such as an interdisciplinary approach, rather than independent specialization focuses.

Models incorporating these suggestions into their design are said to have greater worth (Ross & Ashton-Shaeffer, 2009). Worth is described as extrinsic value. In relation to health care and human services worth is a value that changes as the nature of the context in which it is applies changes (Ross & Ashton-Shaeffer, 2009). Therefore, models that incorporate the suggestions offered by Ross and Ashton-Shaeffer (2009) reflect the current changes and developments that impact health care. Such changes need to be evident in the practice models TR professionals choose to utilize as a measure of providing the best care possible using the most current and relative approaches.

Use of practice models in therapeutic recreation process. Practice models play a large role in the development and implementation of services. It is the model that steers how TR is practiced (Ross & Ashton-Shaeffer, 2009). Not only do practice models guide the implementation of TR services they also influence the evolution of practice through philosophical and pragmatic guiding that assists with advancing the theory and practice of TR (Austin, 2002). The underlying theoretical framework directly impacts how TR is practiced (Negley, 2010). For example, a practice model utilizing the framework of the medical-model approach to healthcare dictates that the TR professional be the expert who determines the needs, goals, and intervention plan of a client (Negley, 2010). The purpose of TR using such a practice model would be to remove or reduce any symptoms of poor health with the expectation that the client will fully abide by the TR professionals plan (Negley, 2010). Conversely, practice models that utilize a framework that is a wellness-oriented approach to healthcare indicate that the TR professional is a

facilitator and supporter. The needs, goals and intervention plan for a client is worked on collaboratively with the client having an expectation that the client and TR professional work actively together in their common goal (Negley, 2010).

It is important to keep in mind that practice models have limitations. It is difficult for models to show the breadth of practice or indicate the complexity of the overlap of components which often occurs in actual practice (Ross & Ashton-Shaeffer, 2009). It is also unlikely there will be one practice model that suits all TR service or represents the profession as a whole. It is also challenging to be sure practice models have been given full attention academically and professionally. Given the impact of practice models to service delivery it is unsettling for this topic to be bypassed. Ross and Ashton-Shaeffer, 2009 state:

> Since the start of the 21st century, there appears to be a decreased focus on therapeutic recreation models. A review of major therapeutic recreation journals revealed only two new models being published (Carruthers & Hood, 2007; Heintzman, 2008; Hood & Carruthers, 2007), limited discussion about models (c.f., Dieser, 2002, 2003; Dieser & Peregoy, 1999), and only have a scant amount of research or practice discussion related to models (c.f., Boothman & Savell, 2004; Crawford, Livington, & Swango, 2004; Stumbo & Hess, 2001; Wilhite, Keller, Hodges, & Caldwell, 2004). (p. 197)

When considering which practice model is best to guide service one must consider their merit and worth. "Merit is inherent in an object, whereas worth is determined against external requirements. Further, merit is relatively stable while worth

changes as the context changes" (Ross & Ashton-Shaeffer, 2009, p. 198). As there has been a continued dramatic shift in paradigms it is critical for practitioners to ensure the practice model of choice reflects this shift, thus, is highly weighted in worth. A lack of worth would likely cause outdated practice if it does not reflect the most recent state of approaches to healthcare which directly influences TR. Since the paradigm shift is relatively recent in healthcare, the Leisure Well-Being Model (LWM) by Carruthers and Hood, Hood and Carruthers (2007) represents one of two models developed within the time frame of this transition.

Evaluation of the leisure and well-being model. To date there are limited resources that offer a constructive analysis of the LWM since its' publication date of 2007. Users of the model, Anderson and Heyne (2012), praise the LWM as being "a refreshing approach to therapeutic recreation" (p.130) that is conceptually sound in a strengths-based approach as well as leisure behaviours. Similarly, Negley (2010) states "the model moves therapeutic recreation from the traditional medical model that looks at an individual's problems or limitations and instead focuses on the individual's strengths and assets" (p. 352).

Assessment

Assessing a client or patient is the first step to providing TR services. "An assessment is a process of estimating or measuring the ability, characteristics, or the personal values of a client" (burlingame & Blaschko, 2002, p. 9). Stumbo and Peterson (2009) provide a more specific definition of assessment as "the systematic process of gathering and analyzing selected information about an individual client and using the

results for placement into a program(s) that is designed to reduce or eliminate the individual's problems or deficits with his or her leisure" (p. 251). Assessment, therefore, has multiple functions. Assessments are the tools used to gain a better understanding of the client through gathering, and estimating, or measuring abilities, characteristics, values, or other relevant information for the practitioner, which can then be used for program placement, or the development of Individual Program or Treatment Plans. Given that assessment is the first step to the APIE process (Assessment, Plan, Implement, Evaluate) then it is critical for this to be done using assessments of the highest possible quality.

Use of assessment in therapeutic recreation. Assessments have several functions (Stumbo & Peterson, 2009). These include confirming diagnosis, understanding baselines for interventions, measuring progress, making decisions regarding discharge, program evaluation, as well as understanding levels of function loss and capacity gaining. An additional purpose or function of an assessment is the initiation of rapport building. It is during the administration of an assessment that acts as the initial engagement with a client that is to be used to gain a better understanding of individuals (Perschbacher, 1995). Stumbo (2009) review function of assessments by stating "the connection between intervention and outcomes assume that a valid and reliable baseline of information is gathered in order to later prove the change in behavior or status" (p. 281). Assessments naturally lend and lead into the next step in the therapeutic process, planning.

The interpretations of the results from an assessment assist the professionals in "developing a plan to promote change" (burlingame & Blaschko, 2002, p. 9). A plan to

promote change is not limited to problems or deficits related to leisure as described by Stumbo and Peterson (2009). Such a plan can and should focus on the development, enhancement, growth, and opportunity to flourish through the cultivation of strengths and capacities related to leisure (Anderson & Heyne, 2012; Carruthers & Hood, 2007; Heyne & Anderson, 2012; Hood & Carruthers, 2007). A clear connection between an administered assessment and the remainder of services offered within TR must be present. There must be a fluid, natural progression between assessment and care plans for clients (Stumbo & Peterson, 2009). The association between the assessment and program content should be obvious. For example, if TR professional needs to gain an understanding of a client's leisure motivation then it would be illogical and bad practice to administer an assessment on the degree in which a client is satisfied with his/her leisure.

Furthermore, the goals and objectives, or plan, derived from assessing a client's leisure motivation need to be directly connected to the results of the assessment. It is the results of an assessment that determine goals and objectives, not opinion or judgments (Stumbo & Peterson, 2009). Without a clear, logical flow between assessment and planning there is risk of a client participating in TR services that are inappropriate and needless or receiving a service that would provide a benefit to the client.

State of assessments in therapeutic recreation. burlingame and Blaschko (2002) suggest that the administration and interpretation of assessments require specific skills. Such skills or competencies are held by individuals who have experienced the training required through a degree and professional credentials. Professional organizing bodies within TR advocate for the skill of conducting assessments typically through

Standards of Practice, or Scopes of Practice. The Canadian Therapeutic Recreation Association (CTRA, 2006) provides the following detail for standards of practice for a recreation therapist for assessments specifically for in terms of knowledge and competencies:

1.1 Knowledge

A recreation therapist must have a thorough understanding of:

1.1.1 Leisure theories, models, and principles to address issues such as the client's functional ability, leisure awareness and leisure interests

1.1.2 Assessment processes, procedures and instruments specific to individual clients

1.1.3 Assessment techniques which may include observation, interview, or other means

1.1.4 The client's medical condition, social history, legal status and ethnic values

1.2 Competencies

A recreation therapist must be able to:

1.2.1 Select and implement assessment instruments based on the individual client and in accordance with organizational policies

1.2.2 Inform the client and/or caregiver(s) of the assessment process and procedure when suitable

1.2.3 Determine the client's physical, social, cognitive, emotional, spiritual and cultural needs and/or values

1.2.4 Gather information from caregiver(s) or significant others as required

1.2.5 Educate the client and/or caregiver(s) about recreation therapy services that are offered and the funding available for these services

1.2.6 Communicate assessment results to the client, caregiver(s), recreation therapy assistant and healthcare team members

1.2.7 Coordinate and update intervention or service waiting lists with other service providers for timely access

1.2.8 Schedule reassessments when necessary (p.7)

CTRA (2006) outlines the recreation therapist's roles as being different from a recreation therapy assistant's role:

1.3 Knowledge

A therapeutic recreation assistant must have an understanding of:

1.3.1 Methods used to gather pertinent information about clients relating to their day-to-day needs and recreation interests

1.4 Competencies

A therapeutic recreation assistant must be able to:

1.4.1 Receive feedback from the clients and/or caregiver(s) on a day-to-day basis

1.4.2 Communicate feedback to the recreation therapist

NCTRC (2012) also provides guidelines of the professional roles and responsibilities of Certified Therapeutic Recreation Specialist's (CTRS), whom are typically recreation therapists or supervisors. Specifically for assessment skills, these guidelines also support burlingame and Blaschko (2002) who advocate that assessments

require specialized skills to administer and to score, and align with those proposed by CTRA (2006). The NCTRC (2012) Job Tasks state:

1. Request and secure referrals from professionals or other sources
2. Obtain and review pertinent information about person served (e.g., records or charts, staff, support system)
3. Select and/or develop assessment methods based on needs of the person served and setting (e.g., interview, observation, task performance, established instruments)
4. Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure, and/or lifestyle functioning
5. Analyze and interpret results from assessments
6. Integrate, record, and disseminate results gathered to appropriate individuals (e.g., person served, treatment team) (p. 27)

The details of the required skills for using assessments as suggested by CTRA and NCTRC both exemplify the need for education, training and skills development for the proper use of the assessment process. Administering an assessment is a vitally important part of the APIE, and thus TR, process. Part of the standards from CTRA and NCTRC is being a critical consumer of the assessments at hand, which requires selecting the best possible assessment that meets the client's needs. Often this requires judgment regarding validity and reliability.

Using assessments within TR that do not meet reliability and validity standards raises several issues. Zabriskie (2003) reviews possible implications of not having

effective assessments such as compromising the efficacy of service, the ability for services to be reimbursed, and most importantly whether or not recreation therapists remain employed or deemed to be providing a viable service. Stumbo (2009) states that "as therapeutic recreation services move further toward intervention and away from diversion, the need for systematic and meaningful assessments increases" (p. 280). It is the intent of this research to support this endeavor through creating an assessment and testing it for validity and reliability measures.

There are further implications to improper assessment construction and use. "The right client cannot be placed into the right program unless the assessment contains the right information (valid) and is refined to the point that placement is accurate (reliable)" (Stumbo, 2009, pg. 283). Trustworthy assessments reach beyond the practitioner since they are providing a service to a client. Once the well-being of the client is at stake, and may become questioned, it is time to reflect upon the tools being used.

Challenges of Effective Assessments

"A good assessment is one that relies more heavily on objective, rather than subjective, observation and measurement and one that provides the therapist with key information" (burlingame & Blaschko, 2002, p. 9). Stumbo (2009) explicitly states, "that some assessments have not been validated in an appropriate manner" (p. 285). She continues to explain that this may be due to erroneous or ineffective validation techniques and/or assessments are not tested to be population specific. It would be unclear with which population an assessment could or could not be used. Using assessments that lack reliability and validity, and therefore, cannot become standardized, means the results of the assessments will fluctuate depending upon the person administering it and therefore

proper recreation therapy services may also fluctuate (Stumbo, 2009). The use of properly developed assessments assists in moving practice away from intuition based service to evidence-based practice.

Stumbo and Peterson (2009) and Zabriskie (2003) provide five areas that need to be considered during assessment development. These areas include analysis of the environment, defining parameters, developing assessments, establishing assessment protocol and lastly training of staff and intern (Stumbo & Peterson, 2009). Zabriskie (2003) presents somewhat different aspects of assessment development. These include examining scope/theory, similar to the analysis of environment and defining parameters based on Stumbo and Peterson (2009), format, validity and reliability that is similar to establishing protocols, as well as usability.

Scope and theory. An essential aspect to assessment or measurement development is being clear regarding what the assessment intends to measure (DeVellis, 2003; Zabriskie, 2003). To become clear on what is being measured it is important to consider several aspects at the beginning of the development process as this reduces the likelihood for errors to be made (Zabriskie, 2003). Aspects that therapists need to consider include "the population that they work with, the types of programs and interventions that are provided, and the specific behaviors or construct that they hope to influence" (Zabriskie, 2003, p. 332). Establishing the scope of an intended assessment includes defining parameters. Parameters include screening, identifying problems, narrowing problems and reassessing (Stumbo & Peterson, 2009).

An assessment for identifying problems is an in-depth processing that is only conducted with clients who have been identified as being in need of recreation therapy. An assessment is conducted to gain a more specific understanding of their needs and intervention possibilities. Assessments for narrowing problems then takes this step further to provide specific direction for intervention services (Stumbo & Peterson, 2009). This is often done in 1:1 sessions where clients have a considerable amount of time to work with a recreation therapist on meetings goals and objectives (Stumbo & Peterson, 2009). Having a clear understanding of the environment is helpful during the initial planning process. Understanding the environment that service delivery is occurring in is meant as an opportunity to review the intended individual needs for whom the newly developed assessment will be administered to. This also includes examining the agency clients, philosophy, and perspectives on assessments (Stumbo & Peterson, 2009).

Furthermore, the scope of the measurement must also be considered in terms of measuring on a micro to macro scale (DeVellis, 2003). This means it must be made obvious if the assessment intends to measure specific behaviour or more global or general constructs (DeVellis, 2003). Guiding the aforementioned considerations is an overarching theory that is used to design the intent of the approach and outcome (Zabriskie, 2003). An overarching theory also influences assessment formatting.

Format. There is a variety of different formats that assessments use. As different populations' poses different skills and areas of opportunity one must consider the format of the assessment during development to ensure it suits the needs and abilities of the intended population (Zabriskie, 2003). When considering formatting, the overarching theory that is being used will also influence components such as response options,

instructions, and wording. Format consideration is also relative to establishing protocols. In terms of identifying resources required to administer the assessment, instruction on preparing the test environment, administration process as well and the scoring and interpretation of the results (Stumbo & Peterson, 2009). The process of establishing protocol is also highly related to constructs such as standardization procedures as well as validity and reliability (Stumbo & Peterson, 2009).

Validity. An important aspect of assessments is the process of ensuring the "results of the measurement yield information that is reflective of the actual individual, situation, or circumstance" (Stumbo, 2003, p. 173). Validity keeps the use of the assessment in focus. That is, what is going to be done with the results, particularly the interpretation of results (Stumbo, 2003). "Evidence of validity and reliability should be one of the most important concerns whether the therapeutic recreation professional is developing a new scale, refining or revising a scale currently utilized, or considering a new standardized scale for possible use" (Zabriskie, 2003, p. 333). Validity is comprised of several different measures, such as content-related validity, criterion-related validity, construct-related validity and face validity.

Validity reflects the intended purpose of the assessment; if a test measures what it is designed to (Allen & Yen, 2002; Howitt & Cramer, 2000). "Content-related evidence of validity is concerned with determining how well the items on a scale represent the overall domain that it intends to measure" (Zabriskie, 2003, p. 333). The test needs to sample or be representative of all idea related to the concept (Neuman, 2006). There is a three-step process as described by Neuman (2006) to ensure content validity is being considered. "First, specify the content in a construct's definition, next, sample from all

areas of the definition. Finally, develop one or more indicators that tap all of the parts of the definition" (Neuman, 2006, p. 193).

The main source of testing for content-related validity is through pilot testing. The pilot testing process is expected to gather the opinions and evaluations of experts in the field through analyzing the usefulness and relevance of the scale in relation to what it intends to measure (Zabriskie, 2003). Neuman (2006) suggests researchers to consider if the definition of what is being measured either needs to expand or be narrowed during this process. Content-related validity is expected to be evaluated during the assessment development process as well as criterion-related validity.

"Criterion-related evidence of validity is concerned with demonstrating an empirical relationship between scale results and some other standard or criterion" (Zabriskie, 2003, p. 333). Rather than using expert knowledge as measuring content-related validity does, criterion-related validity is measured statistically. A correlation between test scores and a measurement of the related criterion is examined (Zabriskie, 2003). It is suggest that an acceptable range for correlation coefficients is r = .40 to .70 or r = -.40 to -.70 (Stumbo, 2002). Content-related and criterion-related validity is important to measure, as well as construct-related validity.

"Construct-related evidence of validity is concerned with determining how well the scores from the scale correlate with measure of some other theoretically related construct" (Zabriskie, 2003, p. 333). To ensure that construct-related validity is met is through analyzing the direction and strength (positive to negative and weak to strong) of the statistical correlations between test scores and measurements theoretically related

which have previously been tested to use comparatively (Zabriskie, 2003). Construct validity is specifically for tests with multiple indicators (Neuman, 2006) that requires "a definition with clearly specified conceptual boundaries" (p. 194). Construct validity refers to how well an assessment measures a theoretical concept and the number of dimensions the score is capable to explain (Downing, 2003). This involves identify assessment potential and item reduction through factor analysis. The higher the percentage of variance a model is able to explain, the more valid it is (Lorenzo-Seva, 2013).

Reliability. Reliability can be referred to as internal regularity and constancy (Jackson, 2012; Zabriskie, 2003). Standardized assessments track the "numerical results produced by indicators do not vary because of characteristics of the measurement process of measurement instrument itself" (Neuman, 2006, p. 189), thus having created an assessment that is dependable and consistent. Stumbo (2002) describes reliability as providing evidence of how accurately and consistently the assessment measures what it is intended to measure. This is further supported by three means to estimate reliability that includes internal consistency, stability and equivalence (Neuman, 2006).

Internal consistency is commonly used; however, it is not appropriate for every assessment as it examines how well the items within the assessment correlate with one another (Zabriskie, 2003). Since it is possible for a client to perform differently when provided the test for a second time due to familiarity and having time to reflect on answers researchers need to use Kuder-Richardson, Alpha, or Split-half reliability formulas. To measure internal consistency using Kuder-Richerson method a test is only given one time to participants then the formula is applied to the test scores (burlingame &

Blaschko, 2010). If measuring internal consistency using alpha coefficient (α) the nearer the score to 1.0 the better as this indicates items are perfectly related to one another (Cronbach, 1951). "An alpha range of .70 indicates that the items overlap in certain aspects but are not measuring the same phenomenon" (burlingame & Blaschko, 2010, p. 33). Lastly, using a split-half to measure internal consistency where "the test is give only once and two equivalent halves of the test are scored (e.g. odd times and even items)" (burlingame & Blaschko, 2010, p. 33). The Spearman-Brown formula is then applied and is described as being the best of tests that are not criterion-referenced based (burlingame & Blaschko, 2010).

Stability reliability, however, as the word implies, examines the reliability by how consistent the assessments is over time (Zabriskie, 2003). This is understood through a test and retest process. Using test-retest within a TR service setting would ensure that the client's score does not change over time if there should be no change in what is being measured (burlingame & Blaschko, 2010). By re-administering the test to the same group this would indicate if what is being measured is stable and thus has been tested for test-tested reliability or the coefficient of stability (burlingame & Blaschko, 2010; Neuman, 2006). It is possible for an alternative form of the test to be given; however, it must be quite similar to the original (Neuman, 2006).

Lastly, equivalency "makes estimates of score reliability based on the consistency of scores collected from the same individuals with two different forms of the scale, or the consistency of scores between two different individuals using the same scale to measure the same construct" (Zabriskie, 2003, p.334). This is also known as inter-rater reliability when an observational assessment is being developed (Stumbo, 2002). It is the process

of having different TR professionals come up with the same findings when the same client or situation is being observed or measured (burlingame & Blaschko, 2010). There is a practical function of inter-rater reliability, as it evaluates the assessment for different professionals interpreting responses at the same time (burlingame & Blaschko, 2010).

Neuman (2006) provides four suggestions as to how to improve reliability. The researcher much first have a clear conceptualization of the concept and constructs that are being measured. He also suggests that research use as many levels of measurement as possible. For example, using a greater ranged Likert scale response system rather than one that is limited to response options such as agree or disagree. Thirdly, he suggests that researchers use multiple indicators of a variable to improve reliability. This allows researchers to "take measurements from a wider range of the content of a conceptual definition" (Neuman, 2006, p. 191). Lastly, he suggests that pre-tests and pilot tests are used as preliminary drafts before a final test is used.

Howitt and Cramer (2000) provide a useful comparison between the difference between reliability and validity:

Table 2

Comparison between reliability and validity.

Reliability	Validity
Indicates how consistent measurement are over time or using different measure of the same thing	Indicates the extent to which a measurement measure what it is supposed to measure
A reliable measure does not have to be valid. A broken watch given consistently	A valid measure does not have to be consistent over time unless it is measuring something which ought to be stable over

the same time but not the right time	time such as intelligence
The main forms of reliability are test-retest and inter-item reliability	The main forms of validity are face, convergent, discriminate and construct validity

A measure of a psychological characteristic, which can be expected to be fairly stable over time, should show good reliability and good validity.

Usability. Usability addresses the practicality of an assessment. As a developer, one must also play the role of therapeutic recreation specialist to gain an appreciation and understanding of how practical the intended assessment is. This must be done in consideration to concepts that should have been clear throughout the development process, such as usability for the intended population (Zabriskie, 2003). Other concepts to consider as described by Zabriskie (2003) include length, difficulty, amount of time for administration, visual appeal, and consideration of strengths and weakness of the intended population. Stumbo (2009) also suggests developing the protocol to accompany assessment delivery so situations that may arise are addressed uniformly across any administration. Developing the protocol can assist with usability. Topics that should be addressed in the protocol may be related to communication difficulties, unwilling client participation, client fatigue, probe questions, and rapport development (Stumbo, 2009). Although usability is an important aspect of assessment, the focus of this assessment development will be to generate an assessment that is valid and reliable.

This literature review highlights the importance of positive psychology, savouring, assessments and TR. Positive psychology was examined based on its application to TR and several outlooks and approaches of savouring were reviewed.

Furthermore, the paradigm shift in health care was reported which included the impact and response by the TR field. This includes an overview and evaluation of the first strengths-based service delivery model, the LWM, and its vision for the use of savouing leisure as an intervention tool. Lastly, a review of assessment issues was provided including topics such as the challenge of effective assessments, the use and state of assessments in TR, as well as an overview of validity and reliability.

Chapter Three: Research Methods

The following chapter details the research method used for this study. This chapter will provide the information regarding the instruments used and designed, sample, procedures taken to collect data, and the data analysis process. The research is described in relation to three participation groups as each part varies in its process and contribution to the study.

Sample

Three groups were sampled for this research, each of which had a unique purpose in the research process. The initial group of participants required for the study was the "experts," the second group of participants was the "practitioners," and the third group of participants was the "undergraduate students". Convenience sampling procedures were used to gather participants.

Those selected to be part of the "expert" participant group needed to meet the criteria of having a Ph.D. or Master's level education, and have knowledge of assessment development, savouring, positive emotions, and well-being in relation to therapeutic recreation. In collaboration with the researcher's supervisory committee fifteen panel members were identified. Purposive sampling was used to identify panel members based on their area of research interests established on personal knowledge. The "expert" group of participants consisted of educators and administrators across North America. Responses from participants of this group were needed to establish content validity. Lawshe (1975) calculated a minimum values table based on a range of panel members for content validity ratio (CVR). To follow this guide the minimum number of panel

members needed is five and a maximum of forty. Selecting fifteen members was sufficiently fell within this range.

Those selected to be part of the "practitioner" group were required to be Certified Therapeutic Recreation Specialists (CTRS) from the National Council of Therapeutic Recreation Certification (NCTRC) presently working in the field of TR. This participant group included front-line practitioners who routinely administer assessments. In collaboration with the researcher supervisor eleven panel members were identified. Purposive sampling was used to identify past honours students who had graduated within the last three years and presently working in the field. The practitioners have a range of experience offering TR services through organizations specializing in areas such as geriatrics, mental health, homelessness, brain injury, palliative care, and physical rehabilitation. Similar to the "expert" participants, responses from the participants of this group were also needed to establish content validity. Selecting eleven panel members fell within the range of using Lawshe's (1975) guide to CVR.

Lastly, "undergraduate" participants were used as the main sample. The data collected from this sample was then used to run statistical tests with, as well as determine reliability and validity of the proposed assessment. Students of Brock University enrolled in first year and fourth year classes were used. Given number of students enrolled, this would satisfy the minimum requirement of 100 participants to run a factor analysis (Gorsuch, 1983; Kline, 1994).

Development of the Savouring Abilities Scale (SAS)

In order to develop and validate the Savouring Abilities Scale (SAS), a four-step procedure was used. The following four steps were used for scale construction and the validation: (a) development the conceptual and operational definition, (b) development of components and indicators, (c) generating an item pool, and (d) refining items. The following sections describe the process with more detail or see Appendix A for specific details regarding items.

Step 1: Development of conceptual and operational definition. Savouring leisure is first presented to TR through the LWM. The LWM was used as a guide for developing the conceptual definition for the assessment. For the purposes of this assessment savouring leisure is defined as the deliberate focus on the positive aspects of a leisure experience brought forth through focusing on the past, present or future. A leisure experience refers to "those experiences that are pleasant in expectation, experience, or recollection; intrinsically motivated; optional in nature; autonomous; and engaging" (Hood & Carruthers, 2007, p. 300).

Step 2: Identification of specific components and indicators. Past, present, and future were identified as the components of savouring leisure. Each of the three components was theorized as a subscale. Past, present, and future were defined based on their relation to savouring leisure. As a basis for the development of the items a literature review was conducted to theoretically ground the indicators. Search terms such as 'reminiscence,' 'savor,' 'foresight,' 'mental time travel,' and 'mindfulness skills' were used. These terms elicited findings that were used as the indicators. The indicators

describe the characteristics of the components and how to identify when the subscale component was occurring.

The component of past is defined as vividly remembering past leisure experiences through recollection or reminiscing. The indicators, or characteristics of the component, are a vocal or silent recall of events (Woods, Portnoy, Head & Jones, 1992); alone, with another person, or group of people (Woods, Portnoy, Head & Jones, 1992); retelling life stories (Bohlmeijer, Roemer, Cuijpers & Smit, 2007) and richly visualizing (Rendell, Bailey, Henry, Phillips, Gaskin, & Kliegel, 2012).

The component of present is defined as a deliberate direction of attention to one's current leisure experience. The indicators that support this component include to manipulate and control ones environment (Fortunato, & Furey, 2012); to organize, plan, and structure one's environment and activities (Fortunato, & Furey, 2012); mindful awareness, attending to the here and now (Jermann, Billieux, Laroi, d'Argembeau, Bondolfi, Zermatten, & Van der Linden, 2009; Brown & Ryan, 2003) and paying careful attention to the external environment and internal mental processes (Lewicki, 2005; Herndon, 2008; Billieux et al., 2009).

The component of future is defined as projecting thoughts to future leisure experiences. The indicators that support this component are beliefs or expectancies about the likelihood of a specific event occurring in the future (Oettingen & Mayer 2002; Wyman, Cowen, Work, & Kerley,1993); pre-experience an event (Tulving,1985); imagining novel future events (Schacter, Addis, & Buckner, 2008); constructing a scene (Rendell, Bailey, Henry, Phillips, Gaskin, & Kliegel, 2012); imagining of new scenarios

involving everyday settings or events that refer back to one's self (Rendell et al., 2012) and plausible personal future events (Hassabis, Kumaran,& Maguire, 2007).

Step 3: Generating an item pool. Once the indicators were established and well supported in the literature, individual items were generated. The items were guided both by the components definition and the indicators to be able to capture the greatest essence of the construct as possible. Each generated item represents one or more of the indicators. Each item also needed to describe a leisure related action, thought, or behaviour.

Loevinger (1957) recommended that the proportion of items devoted to each content area be proportional to the importance of that content. Clark and Watson (1995) describe two key implications or principles of item pool development. These principles are:

> that the initial pool (a) should be broader and more comprehensive than one's own theoretical view of the target construct and (b) should include content that ultimately will be shown to be tangential or even unrelated to the core construct (p. 311)

Clark and Watson (1995) also suggest that the researchers should practice over inclusiveness when generating items; that it is best to over represent a concept rather than to under represent it. Due to a lack of clear guidelines about the quantity of items to develop a literature review was conducting to be used for analyzing newly developed assessments in leisure studies and those related to this study.

Bryant (2003) began with an item pool of 30 for the SBI, however, such information is not available for the WOSC. Gould, McGuire, Moore and Stebbins (2008)

began with an initial pool of 182 when developing the Serious Leisure Inventory Measure (SLIM). An initial pool of 69 items was used by Schulz and Watkins (2007) for the development of the Leisure Meanings Inventory (LMI). Additionally, Liang, Lin, and Tsaur (2012) began with an item pool of 90 when developing the Recreationist-Environment Fit Scale (REFS). Lastly, Shen, Chick, and Zinn, (2014) began with a 73 item pool when developing the Adult Playfulness Trait Scale (APTS). For this study 60 items were generated 20 representing each component. This is well within the range of related savouring assessments, and newly published assessments in leisure studies indicating between 30 and 182 items.

Step 4: Item refinement. It is common practice to develop both negatively and positively worded items to reduce agreement bias and mindless answering (Cronbach, 1950; DeVellis, 2003). It is recommended that half of the items should be negatively worded and the other half positively worded (DeVellis, 2003; Likert, 1932; Rossi, Wright & Anderson, 1983). This is problematic as several researchers have shown that negatively worded items do not psychometrically function the same as positively worded items (Barnette, 2000; Weems & Onwuegbuzie, 2001), thus influencing how well the scale is able to function.

The researcher analyzed the existing assessments on savouring, and other strengths-based assessments to gain an understanding of how to approach item wording using strengths-based approach. For example, half of the items on the SBI were negatively worded, requiring them to be reverse scored when determining totals. The WOSC contained no items that were negatively worded. The Gratitude Questionnaire 6 (GQ-6) by McCullough, Emmons, and Tsang (2002) contain two negatively worded

items out of six, which are also required to be reverse scored. The Subjective Happiness Scale (SHS) by Lyubomirsky and Lepper (1999) contains one negatively worded item that needs reverse coding out of four. For each component of the assessment being developed five were negatively worded. The suggestion of half of an assessment's items being negatively worded is often violated. There are also no existing guidelines related to the impact of wording direction and strengths-based assessments.

Format development. Formatting concerns for this assessment are related to the scale used. A Standard Likert scale contacting five possible responses was used. The responses represent one as strongly disagree, two as disagree, three as uncertain, four as agree and five as strongly agree. There are variations of the Standard Likert scale such as four or seven choices, however burlingame and Blaschko state "these variations should be avoided whenever possible due to concerns for standardization" (2010, p. 188). An overview of existing TR assessments showed many followed the Standard Likert scale recommendation, with variation in wording using strongly agree to strongly disagree and never true to always true. The Cooperation and Trust Scale (Witman, 1987), Free Time Boredom (Ragheb & Merydith, 2001), and Measurement of Social Empowerment and Trust (Witman, 1991) use strongly disagree to strongly agree with the Standard Likert scale. The Leisure Attitude Measure (Beard & Ragheb, 1991a), Leisure Interest Measure (Beard & Ragheb, 1991b), and the Leisure Satisfaction Measure (Beard & Ragheb, 1991c) also use the Standard Likert scale, with the wording of never true to always true.

Use of Standardized Assessments

Two standardized, published assessments, The Savouring Beliefs Inventory (SBI) and Ways of Savouring Checklist (WOSC), were used in conjunction with the items

developed for this proposed assessment. The items developed for the SAS were compared against the items in the SBI and WOSC, also found in Appendix A. The "undergraduate" participants used two of the standardized assessments, the SBI and WOSC, which required them to self-report their responses. Responses provided on the SBI and WOSC were compared against the finalized items of the SAS. These assessments were selected as a comparative tool as they are the only published and researched assessments on savouring. The SBI is an assessment that:

> Provide global total scores for use in summarizing overall beliefs about savoring ability. However, the SBI also provides three separate eight-item temporal subscales assessing Savoring Through Anticipation, Savoring the Moment, and Savoring Through Reminiscence. Scores on these respective subscales reflect people's self-evaluations of their ability to savor positive events prospectively, concurrently, and retrospectively (Bryant & Veroff, 2007, p.41).

The WOSC is an assessment described as:

> A 60-item, multidimensional measurement tool for assessing savoring responses to positive experiences. This instrument consists of ten subscales or dimensions of savoring: Sharing With Others, Memory Building, Self-Congratulation, Comparing, Sensory-Perceptual Sharpening, Absorption, Behavioral Expression, Temporal Awareness, Counting Blessings, and Kill-Joy Thinking (Bryant & Veroff, 2007, p. 58).

The SBI has been put through rigorous reliability and validity tests. The Cronbach's alpha (α) for the subscale of Savoring Through Anticipation is α=.77, subscale Savoring the Moment is α=.78, subscale Savoring through Reminiscence is

α=.80 and lastly the SBI total score is α=.90. The SBI was also tested for construct validity through convergent and discriminant validity. "Researchers typically establish construct validity by presenting correlations between a measure of a construct and a number of other measures that should, theoretically, be associated with it (convergent validity) or vary independently of it (discriminant validity)" (Drew & Rosenthal, 2003, p. 608). Bryant (2003) compared the SBI to multiple assessments including Eysenck and Eysenck's (1975) scales of extraversion and neuroticism to check against personality assessments, Rotter's (1966) measure of Internal-External Control of Reinforcement to check against control beliefs and Bryant and Veroff's (1984) scales of Gratification and Depression to check against subjective adjustment.

In summation the results support the SBI as a valid measure of savoring positive experiences (Bryant, 2003). The validity supported by the results of the SBI scores indicates a strong positive correlation with measures that were hypothesized to be related to a higher perception of savouring abilities. These concepts included individual differences such as affect, extraversion and optimism, as well as control beliefs such as internal locus of control, and lastly to dimensions of subjective well-being such as happiness and self-esteem. Further evidence supports the hypothesis of a strong negative correlation with lower perception levels of savouring abilities. These concepts included individual differences such as hopeless and neuroticism, as well subjective distress such as strain and depression. Lastly, the SBI scores were uncorrelated with socially desirable responding. A larger overview of the results of these findings completed through five studies can be found as Appendix B.

The WOSC has also gone through rigorous reliability and validity testing. Reliability was reported using Cronbach's alpha (α) for each subscale. The reliability for each subscale was follows: Sharing with others (α= .86), Memory Building (α= .89), Self-Congratulation (α=.84), Comparing (α=.78), Sensory-Perceptual Sharpening (α=.73), Absorption (α=.74), Behavioural Expression (α=.82), Temporal Awareness (α=.82), Counting Blessings (α=.72), and Kill-Joy Thinking (α=.80). Discriminant validity was tested by comparing the WOSC to personality measures of positive affect, extraversion, optimism, and pessimism. Findings were consistent with their predictions (Bryant & Veroff, 2007) of extraversion positively correlating with all subscales on the WOSC, excluding Kill-Joy thinking. Furthermore, the higher the level of optimism the more one would count blessings, and conversely the higher the level of pessimism the more one would engage in Kill-Joy Thinking. Table 3 shows the correlation between the ten WOSC subscales and personality measures.

Table 3.

Validity for WOSC

Correlating the Ten WOSC Subscales With Measures of Personality ($N = 280$)

	Personality Measures			
WOSC Subscales	*Positive Affectivity*	*Extraversion*	*Optimism*	*Pessimism*
SWO	.24	.25	.09	−.10
MB	.30	.24	.11	.02
SC	.27	.18	.11	−.01
SPS	.22	.13	.04	.17
C	.28	.13	.02	.15
A	.21	.10	.02	.08
BE	.36	.35	.10	−.04
TA	.17	.08	.02	.19
CB	.29	.20	.24	−.11
KJT	.07	.06	−.08	.29

Note. Tabled are Pearson product–moment correlation coefficients relating mean scores on the WOSC subscales to scores on personality measures. Respondents completed the WOSC in relation to any recent positive event of their choosing. $|rs| > .11$ are statistically significant at two-tailed $p < .05$. SWO = Sharing With Others. MB = Memory Building. SC = Self-Congratulation. SPS = Sensory-Perceptual Sharpening. C = Comparing. A = Absorption. BE = Behavioral Expression. TA = Temporal Awareness. CB = Counting Blessings. KJT = Kill-Joy Thinking.

Data Collection and Procedures

Once the subject manner experts/judges were finalized based on their qualifications a letter of invitation was sent out the "expert" participants. This letter was sent September 16, 2013 via email which included an active link to the survey using Survey Monkey (see Appendix C). Prior to beginning to survey the participants were required to provide consent (see Appendix D). Participants were given eight weeks to respond to the survey. During that time frame five reminders to participate in the study were sent to those who had not responded. The survey closed on November 11, 2013.

The "practitioner" participants were sent a letter of invitation January 6, 2014 via email (see Appendix E). This email also contained the link to the survey using Survey Monkey. Prior to beginning to survey the participants were required to provide consent (see Appendix D). Participants were given two weeks to respond to the survey. During that time 1 reminder was sent to the participants who had not responded. The survey closed January 21, 2014.

Lastly, the "undergraduate" participants were invited to participate in the study on February 4, 2014. This was conducted through the researcher attending the regularly scheduled lecture of the Brock University course and providing the students with a presentation that overviewed the study and their potential role in it as participants. With approval from the course lecturer, the research attended all scheduled seminars the following week to collect data with the students. A similar approach was taken with a second Brock University course, however, the invitation presentation and data collection

occurred on the same day. The “undergraduate” participates were provided letter of invitation and consent form with the data collection package (see Appendix F and D).

Data Analysis

The data collected from the “experts” and “practitioner” participants were required to judge the assessment items based on the usefulness guidelines from Lawshe (1975). For each item the participants evaluated its usefulness based on the question: “Is the skill or knowledge measured by this item 'essential,' 'useful, but not essential,' or 'not necessary'?”. In order to determine which items on the assessment would be accepted or rejected, several calculations occurred first. The calculations include the Content Validity Ratio (CVR), and the mean. The CVR was calculated using the following formula (Lawshe, 1975): CVR= (E-n/2)/ (n/2). E represented the number of panelist indicating an item to be essential, n/2 represents the number of panelists divided by 2. The mean was calculated by identifying each response type with a numerical value. Essential was replaced with 3, useful but not essential was replaced with 2, and not necessary was replaced with 1.

Once the CVR and mean were calculated, decisions regarding the necessity to accept or reject an item were completed. The following criteria were used to determine if an item on the assessment would be accepted or rejected:

1. Accept if CVR is 1. This indicates all respondents agree the item to be “essential”.
2. Accept if CVR is between 0 and 1, and the mean is higher than 2.5. A value of higher than 2.5 indicates that the mean is closer to “essential” or “useful but not essential” than “not necessary”. A CVR value of 0 indicates the panel is

undecided and no less than fifty percent of the panel agreed the item to be "essential" or "useful but not essential".

3. Reject if CVR is less than 0 and the mean is lower than 2.5. This indicates that it will not be possible to include items that at least half of the panel deemed to not be essential. (Lawshe, 1975).

The mean of the retained CVR values will then be calculated using the Content Validity Index (CVI). The CVI signifies the commonality of judgments being made about the validity by the expert panel (Lawshe, 1975). The following formula was used: CVI=Σ CVR/ # of retained items.

Data collected from the "undergraduate" participants were used for factor analysis, reliability, and validity tests. All statistical analysis was done using SPSS Version 22. Exploratory factor analysis (EFA) aided in the process of determining which items would be included on the final assessment. Factors were first analyzed based on eigenvalues greater than 1 and the scree plot inflextion. Using principal component analysis, factors on the scree plot before the inflextion were extracted, and factor loadings were analyzed through varimax rotation method that maximizes variance of the transformed items. The variance of each factor and the variance of the sum of all of the factors were analyzed. The higher the variance, the greater the explanatory power of the assessment (the greater the construct validity) will be.

Reliability for the SAS was examined by Cronbach's alpha. The entire scale and respective subscales were examined. Alpha coefficients between 0.70 and 0.90 are considered good, and 0.60 to 0.70 are considered acceptable (Kline, 2000). The contribution of each item to the overall score was examined by "Alpha if item deleted,"

calculating the total alpha value with that item deleted from the scale. Accepting or rejecting further items were also based on this value.

For construct validity, Kaiser-Meyer Olkin (KMO) and Bartlett tests of sphericity were performed to determine suitability of data for factor analysis and the amount of variance that the scale could explain. Concurrent validity was calculated by Pearson product correlation coefficients. Correlations were determined between the SAS total score and subscales, and the SBI. The WOSC does not contain a total score component, however the SAS total score and subscales were compared. The strength of the relationship was determined using the following: If r = +.70 or higher very strong positive relationship, +.40 to +.69 strong positive relationships and +.30 to +.39 moderate positive relationships (Abbott & McKinney, 2013).

Chapter 4: Results

The purpose of this study was to develop an assessment that would measure how individuals savour their leisure. This chapter provides the key results that aid in understanding the overall goal of this thesis. It will describe the results sequentially from each participant group.

"Expert" Participants

Of the 15 expert panelists contacted eight people responded yielding a 53% response rate. Five participants completed the survey in its entirety while three partially completed it. The CVR was calculated ensuring the irregularities in the number of the responses per item were monitored due to the partial participant of some. The CVI was also calculated to determine the overall level of content validity. Table 4 provides an overview of these results.

The CVR and CVI as described by Lawshe (1975) proved problematic during this stage. Following this approach, 20 items would have been retained. The CVI =.45 indicated poor content validity based on the recommendation of minimum .80 (Davis, 1992). It was determined that the presentation and layout of ranking the items contributed to this issue. Rather than continuing with 20 items, the researcher recalculated how the items were accepted or rejected based on majority ranking. Items were then accepted if the majority deemed the item to be essential or useful and rejected if the majority deemed the item to be not necessary.

Using the new criteria responses and rankings were reviewed, which led to 11 items being rejected from the original 60. All items were accepted or rejected using the

newly described criteria with the exception of the item “I often look at old photographs to relive the memories” - it was deemed redundant and represented better in other items by the panel.

Table 4

CVR score from Expert Participants

Item number	CVR	Mean	Accept/ Reject
1. I look at items (pictures, ticket stubs etc) I’ve kept from the past to help relive the experience.	0.33	2.67	Accept
3. It is meaningful for me to spend time talking about the fun I have had.	0.33	2.67	Accept
4. I am not able to relive the good feelings that come from the fun I have had through conversation.	0.00	2.50	Accept
6. I do not like to remind myself of the leisure I’ve done in the past.	0.33	2.67	Accept
12. If given a list of words about positive feelings I would be able to identify some as what I have experienced.	0.00	2.50	Accept
18. I often look at old photographs to relive the memories.	0.33	2.50	Accept
20. I’ve talked about my leisure with friends and family.	1.00	3.00	Accept
21. I make myself slow down to take in my surroundings.	1.00	3.00	Accept
23. I will point out positive aspects of the experience to those around me.	1.00	3.00	Accept
24. I change what I am doing in hopes to get the most out of an experience.	0.67	2.83	Accept
31. I will often stop what I’m doing to make note of the good things that are happening.	0.33	2.50	Accept
35. I tell those around me what I am experiencing while participating in leisure.	0.20	2.60	Accept
36. If I’m not enjoying myself as much as I thought I would I change what I’m doing to make it better.	0.33	2.67	Accept
39. I seek out activities that I know will be a positive experience for me.	0.67	2.83	Accept

41. I start to get excited when looking forward to my leisure time.	0.60	2.80	Accept
42. I can imagine what the experience will be like before it has happened (feelings, sights, sounds etc.).	0.67	2.83	Accept
44. I look forward to enjoying leisure with others.	0.60	2.80	Accept
46. Sometimes, thinking about the fun I'm going to have during my free time, is just as good as doing it.	0.00	2.50	Accept
47. I have positive, pleasant thoughts about my future leisure.	0.67	2.67	Accept
58. I plan my activities to make sure I have a memorable experience.	0.00	2.50	Accept
2. Talking about memories of my past leisure experiences doesn't bring me happiness.	-0.33	2.33	Reject
5. Telling past stories about the fun I have had is not meaningful to me.	-0.67	2.00	Reject
7. I prefer to remember what I've done privately through reading a journal I've kept.	0.00	2.33	Reject
8. I keep items (pictures, journals, ticket stubs etc.) readily available or visible.	-0.33	2.00	Reject
9. I will join conversations when the topic is something I've done in the past for fun.	0.00	2.33	Reject
10. I share photos with those around me to help me tell a story.	-0.33	2.17	Reject
11. Recreating my past leisure through sharing stories is not useful for me.	-0.11	1.67	Reject
13. I will seek out people who are happy to listen to me tell stories about my past experiences.	-0.67	1.83	Reject
14. I will tell my stories of fun to anyone who will listen.	-0.67	1.83	Reject
15. I will talk about my free time fun as long as it gives me pleasure.	-0.33	2.00	Reject
16. Documenting my experience with something like scrapbooking helps me keep the memories alive.	-0.33	2.17	Reject
17. I select my favorite pictures from an experience to be developed so I can prolong it.	0.33	2.33	Reject
19. I will listen to other people's stories when I see it makes them happy to share it with me.	-0.67	1.83	Reject
22. I find it easy to genuinely laugh while I'm participating in my leisure.	-0.20	2.40	Reject
25. I only do one activity at a time.	-0.33	2.00	Reject
26. I mindlessly go through an activity just to be done.	0.00	2.33	Reject
27. I document great moments I expect to be memorable, such as taking pictures.	-0.67	1.83	Reject

28. I refuse to spend my free time doing an activity that will not benefit me.	-0.67	2.00	Reject
29. I find myself multitasking or doing more than one activity during my free time.	-0.33	2.33	Reject
30. During my leisure time, I participate as much as possible to get the most out of it.	-0.67	2.00	Reject
32. I would rather sit back and watch leisure unfold than be doing it.	-0.67	1.67	Reject
33. When I notice something good happen I let it pass by instead of doing something about it.	-0.60	2.00	Reject
34. I purposefully seek out objects to keep that will remind me of this time.	0.00	2.00	Reject
37. I become as involved as possible with my leisure.	0.00	2.17	Reject
38. I share with people the positive aspects of my leisure while I'm participating in it.	0.20	2.20	Reject
40. I hide any evoked actions while participating.	-1.00	1.40	Reject
43. It's difficult for me to image what my leisure is going to be like.	-1.00	1.83	Reject
45. I picture myself laughing, and smiling during my leisure.	-0.20	1.80	Reject
48. I act excited when thinking of an upcoming leisure commitment.	-0.33	2.00	Reject
49. I believe my upcoming leisure plans will be enjoyable for me.	-0.20	2.20	Reject
50. Thinking of my leisure plans before they happen isn't a good use of my time.	-0.20	2.40	Reject
51. If I need something positive to think about I will think of what my leisure will be like.	-0.67	1.83	Reject
52. I imagine my upcoming leisure experience, but it doesn't bring good feelings.	0.20	2.40	Reject
53. When thinking about my future leisure plans I think "what a great story this is going to be".	-0.67	1.67	Reject
54. If given a list of words about positive feelings I would be able to match some to what I hope to experience.	-0.33	1.83	Reject
55. I think about how lucky I am to plan my free time as I see best for me.	0.00	2.17	Reject
56. When I think about what I'm going to do with my upcoming free time I know it's going to make for great memories.	-0.60	1.80	Reject
57. I try to think about how I'm going to spend my free time but my mind shifts to all the other things I need to do first.	-0.33	2.33	Reject

59. Planning upcoming leisure isn't rewarding for me in the present.	-0.67	2.00	Reject
60. When I believe I will enjoy something I will seek others who will do it with me.	0.00	2.33	Reject

The open-ended responses given from the experts were also considered, and modifications made to questions as needed. The researcher reviewed all comments and made changes that aligned with the original intent of the item. Minor changes were made based on the feedback such as adding quotation marks where needed. A reoccurring comment from a panel member was to reword items to describe them as being important or not, rather than meaningful, and to place a stronger emphasis on using the language of leisure experience. An overview was provided (see Appendix G) which indicates each item's rank, acceptance/rejection and/or modification.

"Practitioner" Participants

Of the 11 practitioners contacted all the participants responded. Their responses and ranking of the remaining 49 items were reviewed resulting in three items being rejected. Items were accepted if the majority considered the item to be essential or useful and rejected if the majority deemed the item to be not required. Open ended responses provided from the "practitioner" participants were also considered, and modifications made to the necessary items. Many comments were in relation to why they selected the response they did; providing anecdotal evidence related to their experience with that type of item. Specific comments about how to simplify items were also provided. The acceptance and rejection rate of items are provided (see Appendix H), which also indicates modification. There were 46 items remaining for the assessment.

“Undergraduate” Participants

Data was collected from a first year class having 139 students enrolled at Brock University. During the week of data collection 90 students attended seminars and 87 chose to participate. Due to not having a sufficient sample size through collecting data with the first set of students, students enrolled in a second Brock University class were used. Of the 18 students in attendance during the day of data collection, 16 participated. This yielded a total of 100 participants; a minimum for factor analysis (Gorsuch, 1983; Kline, 1994).

Preliminary Factor Analysis

Prior to the final factor analysis several preliminary tests occurred. These tests were needed to determine information such as how many factors to extract, and if the data was suitable for analysis. The first principal component analysis (PCA) was conducted on the 46 items with no rotation, to display the initial solution with the scree plot. Kaiser's criterion was used, therefore, eigenvalues greater than one were extracted. There were 15 components that had an eigenvalue greater than one and cumulatively explained 71.68% of the variance. The scree plot showed a point of inflexion that would justify retaining 10 components.

A second PCA was conducted on the 46 items with orthogonal rotation (varimax). A fixed number of 10 factors were extracted, suppressing values less than .512. Using the value of .512 followed the critical values outlined by Stevens (2002). He suggests for a sample size of 100 loadings should be greater than .512 to be considered significant. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis,

KMO= .66; mediocre according to Hutchenson and Sofroniou (1999). Bartletts test of sphericity χ^2 (1035) = 2058.57, $p < .001$, indicated that correlations between items were sufficiently large enough to be continuing the PCA. Total variance explained by these 10 factors was 59.63%. This analysis revealed five of the 10 components did meet the requirements of having a minimum of three factor loadings. These factors and items were removed from the next analysis. Also, 14 items did not load, which were not included in the next analysis. This narrowed the items to 22.

A third PCA was conducted on the 22 items with orthogonal rotation (varimax). A fixed number of five factors were extracted, suppressing values less than .512 as suggested by Stevens (2002). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO= .76; good according to Hutchenson and Sofroniou (1999). Bartletts test of sphericity χ^2 (231) = 785.08, $p < .001$, indicated that correlations between items were sufficiently large enough to be continuing with the PCA. The items that clustered on the same components were given a title, as the three components that were hypothesized did not occur. The factors are identified with the following titles: Leisure Reminders (Factor 1), Outlook (Factor 2), Value (Factor 3), Positive Practice (Factor 4), and Being Present (Factor 5). These components are discussed further in Chapter Five.

Cronbach's alpha coefficients indicated that item 32 also needed to be removed. This would bring the subscale from Cronbach's α =.17 to α=.66 if deleted, and total assessment from Cronbach's α=.80 to α=.84 if deleted.

Final Factor Analysis

A fourth and final PCA was conducted on the 21 items with orthogonal rotation (varimax). A fixed number of five factors were extracted, suppressing values less than .512

Reliability. The Cronbach's α for Leisure Reminders, Outlook, and Being Present and the total assessment are within the range to be considered good (α=.84; α=.73; α=.70; α=.84). Values and Positive Practice are within the acceptable range (α=.66; α=.66). Table 5 shows the factor loadings after the rotation.

Table 5

Summary of EFA analysis results

	Component				
Items	1	2	3	4	5
Documenting my leisure experiences with a tool like scrapbooking or social media helps me keep the memories alive.	.846				
I document moments that are important to me by taking pictures.	.819				
I review my favorite pictures from a leisure experience so I can prolong it.	.784				
I share photos of leisure experience with those around me to help me tell a story.	.695				
I purposefully seek out and keep trinkets that will remind me of a great leisure experience.	.611				
I plan my activities to make sure I have meaningful experiences.		.785			
I find it easy to experience positive emotions (such as passion, joy, excitement) while I'm participating in my leisure.		.671			

I have positive, pleasant thoughts about my future leisure.	.659					
I become as involved as possible with my leisure.	.572					
I believe my upcoming leisure plans will be enjoyable for me.	.532					
Reliving the good moments of my past leisure through sharing stories is not important to me.		.722				
I don't often talk about my leisure with friends and family.		.692				
Talking about memories of my past leisure experiences is not important to me.		.592				
Planning upcoming leisure isn't important to me.		.531				
When I believe I will enjoy something I will seek others who will do it with me.			.821			
I enjoy listening to others share stories of their leisure experience.			.722			
I seek out activities that I know will be a positive experience for me.			.564			
Thinking of my leisure plans before they happen isn't a good use of my time.			.528			
I share with people the positive aspects of my leisure while I'm participating in it.					.807	
I tell those around me what I am experiencing while participating in leisure.					.765	
I will often stop what I am doing during leisure to make note of the good things that are happening.					.690	
						Total
Eigenvalues	3.29	2.89	2.57	2.12	1.92	
% of Variance	14.96	13.15	11.69	10	8.72	58.52
Cronbach's alpha	.84	.73	.66	.66	.70	.84

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Construct validity. The significant results from the KMO test (KMO= .76,

P<.001) and the Bartlett test (sphericity χ^2 value (231) = 782.08, P < .001) suggest suitability for factor analysis. The five common factors were extracted through PCA. These common factors cumulatively explained 58.52% of the total variance. 21 items of the SAS were loaded to these five factors and factor loadings ranged from .53 to .85.

Concurrent validity. A Pearson product-moment correlation coefficient was computed to assess the relationship between the SAS and SBI, as well as the SAS and WOSC. The SAS subscales were compared against each subscale and total scale for the SBI (see Table 6) and each subscale for the WOSC (see Table 7).

Table 6

Correlation Coefficients between the SAS and the SBI.

		SBI			
		Anticipating	Savouring the Moment	Reminiscing	Total
SAS					
Leisure Reminders	*r*	.40**	.20	.39**	.38**
	p	.000	.057	.000	.000
Outlook	*r*	.48**	.49**	.34**	.51**
	p	.000	.000	.001	.000
Value	*r*	.46**	.38**	.46**	.51**
	p	.000	.000	.000	.000
Positive Practice	*r*	.46**	.41**	.50**	.54**
	p	.000	.000	.000	.000
Being Present	*r*	.20	.13	.13	.18
	p	.056	.195	.194	.076
Total	*r*	.60**	.47**	.55**	.64**
	p	.000	.000	.000	.000

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 7

Correlation Coefficients between the SAS and the WOSC.

		WOSC									
		Sharing with Others	Memory Building	Self-Congratulations	Comparing	Sensory Sharpening	Absorption	Behavioural Expression	Temporal Awareness	Counting Blessings	Kill Joy
SAS											
Leisure Reminders	*r*	.38**	.29*	.25*	.24*	.12	.01	.28**	.23*	.17	.05
	p	.000	.004	.014	.015	.256	.955	.005	.022	.084	.643
Outlook	*r*	.36**	.26**	.31**	.06	.12	.24*	.18	.11	.26**	-.10
	p	.000	.008	.002	.571	.253	.014	.080	.292	.010	.368
Value	*r*	.21*	.04	.03	-.11	-.06	-.02	.11	-.11	.11	-.26**
	p	.036	.699	.746	.279	.578	.850	.262	.286	.284	.008
Positive Practice	*r*	.23*	.06	-.03	-.04	-.01	-.01	.08	-.10	-.04	-.06
	p	.020	.523	.766	.709	.923	.923	.410	.323	.662	.574
Being Present	*r*	.43**	.40**	.54**	.30**	.32**	.14	.40**	.39**	.30**	.08
	p	.000	.000	.000	.002	.000	.145	.000	.000	.003	.420
Total	*r*	.50**	.32**	.34**	.17	.13	.08	.33**	.18	.24*	-.08
	p	.000	.001	.001	.089	.191	.406	.001	.078	.015	.455

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Summary of Overall Findings

This research began with the theory that the assessment in development would have representative subscales of past, present, and future. Items or questions for the assessment were developed with this framework in mind. Each item was worded to represent a way to savour leisure, based on the indicators, for each timeframe. While these timeframes are still evident in the items on the assessment, the data analysis revealed an alternative method of constructing the subscales. The subscales are now represented by Leisure Reminders (Factor 1), Outlook (Factor 2), Value (Factor 3), Positive Practice (Factor 4), and Being Present (Factor 5). Items and their respective components are detailed (see Table 8).

Table 8

Items Loaded to Five Factors

<u>Factor 1-Leisure Reminders</u>
Documenting my leisure experiences with a tool like scrapbooking or social media helps me keep the memories alive.
I document moments that are important to me by taking pictures.
I review my favorite pictures from a leisure experience so I can prolong it.
I share photos of leisure experience with those around me to help me tell a story.
I purposefully seek out and keep trinkets that will remind me of a great leisure experience.
<u>Factor 2- Outlook</u>
I plan my activities to make sure I have meaningful experiences.
I find it easy to experience positive emotions (such as passion, joy, excitement) while I'm participating in my leisure.
I have positive, pleasant thoughts about my future leisure.

I become as involved as possible with my leisure.

I believe my upcoming leisure plans will be enjoyable for me.

Factor 3- Value

Reliving the good moments of my past leisure through sharing stories is not important to me.

I don't often talk about my leisure with friends and family.

Talking about memories of my past leisure experiences is not important to me.

Planning upcoming leisure isn't important to me.

Factor 4- Positive Practice

When I believe I will enjoy something I will seek others who will do it with me.

I enjoy listening to others share stories of their leisure experience.

I seek out activities that I know will be a positive experience for me.

Thinking of my leisure plans before they happen isn't a good use of my time.

Factor 5- Being Present

I share with people the positive aspects of my leisure while I'm participating in it.

I tell those around me what I am experiencing while participating in leisure.

I will often stop what I am doing during leisure to make note of the good things that are happening.

Reliability. Finding for the total SAS show good internal consistency α=.84. The subscales of Leisure Reminders, Outlook, and Being Present also have good internal consistency, α=.84; α=.73; and α=.70. The subscales of Value and Positive Practice have an internal consistency that is indicated as acceptable, α=.66; α=.66. Therefore, each subscale and the overall scale have internal consistency at an acceptable level or greater which indicates the SAS is reliable.

Validity. The construct validity for the SAS is based on the five factors. These factors represent 58.52% of the total variance, which is close to the 60% variance needed

to have satisfactory validity (Hair, Anderson, Tatham & Black, 1998). As there is 41.48% of the relationship that this assessment does not account for the overall validity of this study is determined to be moderate.

The subscales and overall SAS compare well to the SBI and WOSC to establish concurrent validity. Leisure Reminders was most strongly correlated with Anticipating (r=.40, n=100, p=.000) and moderately correlated with Reminiscing (r=.39, n=100, p=.000) from the SBI. Leisure Reminders was also moderately correlated with Sharing with Others from the WOSC (r=.38, n=100, p=.000). This means the items of Leisure Reminders represent both perspectives of looking forward to leisure, reminiscing about leisure, and sharing leisure with others. This is logical as the items in this subscale are representative of looking for leisure keepsakes, using and taking pictures. Leisure Reminders also represents the subscale with the greatest amount of variance (14.96) and reliability (.84) suggesting that it is the most crucial factor to the assessment.

Outlook was most strongly correlated with Anticipating (r=.48, n=100, p=.000) and Savoring the Moment (r=.49, n=100, p=.000) from the SBI. It is also moderately correlated with Sharing with Others (r=.36, n=100, p=.000) from the WOSC. This means that Outlook incorporates the beliefs of looking forward to leisure, being present in the moment, and sharing this with others. The items represented in the subscale Outlook are related to planning with purpose, good expectations, and maximizing involvement with leisure pursuits. The moderate correlation with Sharing with Others is perplexing as the items in Outlook do not identify doing leisure with others.

Value was most strongly correlated with Anticipating (r=.46, n=100, p=.000) and Reminiscing (r=.46, n=100, p=.000), as well as moderately correlated with Savouring the Moment (r=.38, n=100, p=.000) from the SBI. The fact that is did not correlate with any subscales on WOSC is logical as the items in Value pertain to asking about importance of discussing past leisure, planning upcoming leisure, and sharing in the present. The SBI measures one's beliefs, whereas the WOSC measures one's action. It is reasonable that Values is not related to WOSC. The lack of correlation may be related to the factors reliability. The reliability of Value (.66) impacts this factors ability to relate to well to the SBI and WOSC because a factor cannot be reliable if it is not valid, and conversely it cannot be valid if it is not sufficiently reliable.

The correlations found with Positive Practice describe a similar scenario to Value. Positive Practice was most strongly correlated with all items on the SBI: Anticipating (r=.46, n=100, p=.000), Savouring the Moment (r=.41, n=100, p=.000), and Reminiscing (r=.50, n=100, p=.000). The items in Positive Practice represent doing purposeful actions for upcoming leisure, experiencing enjoyment in the past and present. However, it is similar to the Value factor as it's reliability (.66) is lower than the other factors which can impact its ability to correlate with the SBI and WOSC.

Being Present is not significantly correlated with any of the subscales on the SBI, however, it is the SAS subscale that is correlated with the most amount of subscales on the WOSC. This is likely related to the percentage of variance (8.72) or role it provides in explaining the entirety of the assessment. In this situation the lower the variance, the lower the factors relevance to other assessments that measure savouring. Being Present was strongly correlated with Sharing with Others (r=.43, n=100, p=.000), Memory

Building (r=.40, n=100, p=.000), Self-Congratulations (r=.54, n=100, p=.000), and Behavioural Expression (r=.40, n=100, p=.000), from the WOSC. The items in the subscale Being Present represent an awareness of one's surrounding and enjoyment while experiencing leisure, such as sharing positive aspects while participating, and stopping to take note of good things that are occurring.

The Total score for the SAS has is most strong correlated to all items on the SBI: Anticipating (r=.60, n=100, p=.000), Savouring the Moment (r=.47, n=100, p=.000), Reminiscing (r=.55, n=100, p=.000), and Total SBI (r=.64, n=100, p=.000). It also shows a strong relationship with Sharing with Others (r=.50, n=100, p=.000), and a moderate relationship with Memory Building (r=.32, n=100, p=.001), Self-Congratulations (r=.34, n=100, p=.001) and Behavioural Expression (r=.33, n=100, p=.001) from the WOSC. This indicates that the overall score generated from the SAS most strongly includes indicators that represent anticipating, savouring the moment, reminiscing, sharing with others, self-congratulating, memory building, and behavioural expression.

Overall, each subscale from the SAS showed a moderate positive relationship with at least one subscale from both the SBI and/or WOSC, which both represent savouring. The SAS what represented most often in the subscales of the SBI: Anticipating, Savouring the Moment, and Reminiscing, and most often in Sharing with Others from the WOSC. The factors with lower reliability did not correlate as well with the SBI and WOSC. Furthermore, the factor that explained the lowest amount of variance also didn't correlate well with the SBI and WOSC.

Chapter 5: Discussion

This final chapter provides a more in-depth exploration of important findings and some of the unexpected events that occurred during this study. Chapter five also offers explanations for possible reasons for these changes; gaining more insight into the complexities of assessment development, savouring leisure and assessment evaluation.

Shift in Conceptualization

A notable change in the assessment's theoretical foundation was found once the data analysis was complete. What originally was an assessment conceptualized with three subscales, each a temporal representation of savouring leisure is not what the results of this study produced. This was unanticipated as the items were developed with each temporal category as the main focus. Past, present and future can still be identified within the finalized items, however, these constructs were not the ones that are shown as most statistically relevant through the EFA. The items still accurately measure savouring leisure; they just do not measure it in the way that was originally conceptualized.

Navigating the new subscales. Once the new subscales had emerged, deducing their role and impact to the overall construct was paramount. The process of making a connection between all of the items within each subscale was challenging. The initial research progression began with a concept, components, indicators then items; however this process was reversed once the set factors emerged. The procedure began with the items firmly placed into components, which then meant that the new components needed to be described in a way that fit the concept as well as possible.

This process began by researcher examining the items for wording similarities. The first factor had similar wording such as document, pictures/photos, and trinkets. The second factor had similar word commonalities such as plan, find, believe, and become all within a constructive context. The third factor quite clearly was the factor loaded of all negatively worded items, such as not important and don't often. The fourth factor described enjoyment, expecting enjoyment, and seeking it out in relation to intentional and purposeful actions. Lastly, the fifth factor was related to doing actions in the moment such as sharing while participating and stopping while participating. Once common or thematic words of the factors were considered the researcher then developed several descriptors to represent them.

The researcher reviewed the items multiple times giving much attention to what they were attempting to represent, and tried to capture this representation as best as possible. Several titles were generated to use to capture the concepts represented by the items. The first factor the researcher selected the titles of Leisure Reflections, or Leisure Reminders. For the second factor the researcher considered using Leisure Expectations, Attentive to Leisure, Experience Forecasting, and Outlook. For the third factor the researcher considered Personal Experience, Value, and Importance. For the fourth factor the titles the researcher created included Positive Experience, Positive Participation Habits, and Positive Practice. Lastly, for the fifth factor the researcher produced Leisure Awareness, Purposeful Engagement, Mindful and Being Present, Observant Behaviour. It was decided that Leisure Reminders best represented factor one, Outlook had best represented factor two, Value for factor three, Positive Practice for factor four, and Being Present for factor five.

Interestingly, the results of this study align more closely with the conceptualization of savouring developed by Quoidbach et al. (2010), and Nelis et al. (2011). As reviewed in Chapter Two these authors envision savouring more broadly. Quoidbach, Berry, Hansenne and Mikolajczak (2010) present four savouring strategies: behavioural display, to be present, to capitalize, and engaging in positive mental time travel. They also present four dampening strategies: suppression, distraction, fault finding, and negative mental time travel.

Behavioural display is "expressing positive emotions with non-verbal behaviors" (p.369). This is closely aligned to the subscale Leisure Reminders which includes the following items: Documenting my leisure experiences with a tool like scrapbooking or social media helps me keep the memories alive; I document moments that are important to me by taking pictures; I review my favorite pictures from a leisure experience so I can prolong it; I share photos of leisure experience with those around me to help me tell a story; I purposefully seek out and keep trinkets that will remind me of a great leisure experience. These items are not dependent on verbal expressions of positive emotion that occur during leisure, rather, they are the actions one would take to promote enjoyment.

To Be Present is "deliberately directing attention to the present pleasant experience" (p.369). The Being Present subscale of the SAS is highly associated to this as evidence by the following items: I share with people the positive aspects of my leisure while I'm participating in it; I tell those around me what I am experiencing while participating in leisure; I will often stop what I am doing during leisure to make note of the good things that are happening around me. These items address sharing in the moment the pleasant aspects of that experience, and stopping to appreciate them.

Capitalizing is "communicating and celebrating positive events with others" (p.369). While Capitalizing is not represented within one standalone factor, it is evident throughout several of the factors. Within Leisure Reminders, Capitalizing is represented by "I share photos of leisure experience with those around me to help me tell a story". Capitalizing is also represented within Positive Practice through the items of "When I believe I will enjoy something I will seek others who will do it with me" as well as through "I share with people the positive aspects of my leisure while I'm participating in it" and "I tell those around me what I am experiencing while participating in leisure" within Being Present.

Positive Mental Time Travel is "vividly remembering or anticipating positive events" (p. 369). Positive Mental Time Travel is connected most to the items in the Outlook subscale. These items include: I plan my activities to make sure I have meaningful experiences; I find it easy to experience positive emotions (such as passion, joy, excitement) while I'm participating in my leisure; I have positive, pleasant thoughts about my future leisure; I become as involved as possible with my leisure; I believe my upcoming leisure plans will be enjoyable for me. These items mostly represent the anticipatory nature of Positive Mental Time Travel, with the exception recognizing that one finds ease in experience positive emotions during leisure as this requires remembering.

Furthermore, the negative factor found through this study's analysis is largely explained by wording direction and factor analysis issues, as it lacks representation with the dampening strategies. The dampening strategies are described as: Suppression is a reaction such as "repressing or hiding positive emotions due to shyness, sense of modesty

or fear" (p.369); Distraction is "engaging in activities and thoughts- often worries- unrelated to the current positive event" (p.369); Fault Finding is "paying attention to the negative elements of otherwise positive situations or focusing on what could be better" (p.369); Negative Mental Time Travel is "negative reminiscence such as reflecting on the causes of a positive event with an emphasis on external attribution and negative anticipations of its future consequences" (p.369). The factor identified as Value is largely related the importance of planning or reminiscing.

A potential reason why the SAS is more related to savouring as it is conceptualized by Quoidbach et al. (2010) rather than savouring as it is presented by Bryant (2003) or Bryant & Veroff (2007) may be related to their fundamental purposes. The SBI is a tool measuring savouring beliefs; "beliefs about savouring emerged as a distinct form of perceived control over positive emotions that is largely independent of beliefs about coping, which represent a form of perceived control over negative emotions" (Bryant, 2003, p. 176). It is a "global self-assessment of the capacity to savour prospectively, retrospectively, or in the moment (Bryant & Veroff, 2007, p. 48). Savouring as a function of coping even differs than the function of savouring through the WOSC by Bryant and Veroff (2007).

The WOSC uses "self-reports of specific cognitive and behavioural strategies individuals use to regular their enjoyment of ongoing positive experiences" (Bryant & Veroff, 2007, p. 48). It is a tool for measuring savouring responses in connection with a positive event. Nelis et al. (2011) conducted a literature review between 1995 and 2008 about positive emotion regulation which yielded four savouring strategies. Quoidbach et al. (2010) then used these and sought to understand the usefulness of those specific

savouring strategies. The fundamental function of the research in this study was to determine the how people savoured leisure, which aligned better with a more broad approach to savouring. This fit can also be explained by the nature of leisure itself.

Savouring and leisure. Leisure is a highly subjective experience understood as a "multidimensional concept that includes individual, social and environmental aspects" which is "determined by the interaction between the individual and his/her environment" (Freire, 2013, p. 61). Mannell and Kleiber (1997) also highlight the complexity by identifying characteristics of leisure. These include:

> (a) emotions, thoughts to vary along a positive-negative (or pleasant-unpleasant) dimension, and along an activation or arousal level, which varies from low to high intensity; (b) cognitions; (c) changed perceptions of time; (d) focused attention; (e) a decrease in self-consciousness or self-awareness; (f) a sense of competence; and (g) a sense of freedom (p.84-85)

Capturing these complexities within the context of savouring leisure is not fully appreciated; however, this study does highlight the complex nature of savouring within the framework of leisure.

Savouring leisure at this moment is largely under represented in research. Savouring studies exist, leisure studies exist and theoretically they have been connected; however, through doing a literature search these two concepts have yet to be researched collectively. This raises question of what else can we learn about savouring leisure? Is the lived experienced of savouring leisure differ from how it is conceptualized? Freire and Caldwell (2013) state “daily life becomes a true laboratory for gathering knowledge

about human experience and leisure from a research or intervention perspective" (p.220). Researching the lived human experience of savouring leisure has yet to be conducted. Freire and Caldwell (2013) also point out "we do not understand well how and what kinds of values are transmitted about leisure and its role in people's lives" (p.220). The results of this study may suggest that people do not value or even experience savouring as a temporal event. The overarching actions were identified more strongly by the participants in this study, rather than having an ability of looking back at leisure, looking forward to leisure, or focusing on current leisure.

Impact of Panel Participants

The response rate between the two participant groups is intriguing. Out of the 15 selected panel members to participate as "experts" eight responded. This was coupled by the fact that of the eight people who responded five completed the survey in its entirety, not skipping item ranking. The essentiality of items may have been impacted those who skipped items, thus resulting in partial participation, because a true census as to whether or not the item was essential was not obtained. It is possible that the assessment may have had greater content validity if more "experts" participated, and if those who did choose to participate did not skip responding to item ranking. A greater participation rate may have increased the agreement rate about how essential an item was.

The set up of the survey for the "expert" panel may have also impacted the participation level. Participants were provided with background information regarding operational definitions, item development, and item comparison to existing savouring assessments. The formatting of the background information may have been

overwhelming. Formatting was corrected for the "practitioner" panel. The timing of when the survey was sent out may have also been challenging for some. It was around the time when school closed for American Thanksgiving. It was also near the end of an academic semester, which is typically a demanding time.

The lack of congruency in how the “experts” deemed the items was unanticipated. The initial CVI findings indicate that the “experts” aren’t in a great enough agreement about how savouring leisure is represented. This was exemplified through several of the overall response rankings. For example, item number *34. I purposefully seek out objects to keep that will remind me of this time* was ranked by 50% of the panel as essential, and 50% of the panel as not essential. For a relatively undecided ranking this is one of the items that loaded in the final factor analysis. An additional example was item *48. I act excited when thinking of an upcoming leisure commitment*, 33% ranked essential, 33% ranked as useful, and 33% ranked as not essential. The item was highly relevant to its temporal subcategory of future. The lack of response, and lack of agreement, could be reflective of the perspective academics have about savouring leisure and their understanding of it. It may also reflect the characteristics of the "expert" participants, as they were selected based on their area of expertise which included assessment development, savouring, and positive emotions. The results from the “practitioner” panel also provide insight into this study.

A response rate of 100% from the "practitioner" participants has multiple meanings. It may suggest that the formatting issues and timing of the survey for the "expert" panel was a large barrier to their participation. An assumption of more time, better timing and the use of a more favorable format allowed for greater ease of

participation. Savouring leisure, and a potential assessment to support it, may be more valued by “practitioners” because it is a tool that practitioners would have been able to directly benefit from. An additional insight the difference in response rate shows is savouring leisure may be more widely accepted and potentially better understood by the “practitioners” due to their exposure to it through the university curriculum. It would have been interesting to have sampled the “practitioner” panel to determine how many use savouring as an intervention. If a large number did so, then it would also add insight into their perceived importance, as they may have deemed it to be an effective intervention tool for the population they work with. "Practitioners" may have also felt more pressure to participate in the researcher for social desirability reasons due to the relationship with researcher and/or the university.

The open-ended commentary boxes also yielded interesting findings about how the participants thought of savouring leisure. For example, when responding to how relevant the test questions are to the concept of savouring a participant stated, “mostly relevant it seems. I don't view structuring/organizing as a savouring task though... that's my own perspective, not based on theory/empirical evidence.” This statement opened another view to question which frame of judgement that was used when ranking the items, the personal perspective or the evidenced-based, because this could impact the effectiveness of their ranking.

An additional interesting comment was found when asked if scoring results based on the items would be able to translate into goals. A participant stated, “I think most therapists would need guidance in making that translation. I find them incredibly thought producing and could make assumptions but I do think that is hard for many therapists.”

This could suggest that there is a disconnect in therapists ability to use assessment results for goal development, or that savouring leisure is a difficult intervention to develop goals for, or that without a scoring sheet with interpretation guidelines it was difficult to provide a clear response based on items at the initial stage of assessment development.

The Researchers Experience

I began this process with the understanding that I was going to be developing an assessment for TR. I thought alright; I need a book to teach me about how to develop a TR assessment. I found a TR book that provided steps on how to construct an assessment. After reading this book I thought I was well prepared and ready to go. However, over the process of this study I have learned the original method I used was highly insufficient for developing an assessment well. It was not a TR book that would be able to properly teach and guide me on how to create an assessment; it was a psychometrics book that would guide me through the development of an assessment. It was also positive psychology that would teach me more about savouring, and lastly it was TR that taught me about savouring leisure. The combined information from psychometrics, positive psychology and TR directed my development of this assessment. My initial step into learning more about assessment development pushed me into looking at a larger scope of resources; a route in which practitioners may not have the resources.

As a practitioner I did the first thing most practitioners would likely do when developing an assessment; look in the assessment book. I compared the Ten Steps of Questionnaire Development presented by burlingame and Blaschko (2010) to the process I experienced. The processes differed.

Ten Steps of Questionnaire Development

1. Determine the characteristics and needs of the group of individuals to be survey.
2. List the main topics to be covered and decide the appropriate order for them to be presented in the questionnaire.
3. Select the method(s) by which the questionnaire will be analyzed and clarify the availability of resources.
4. Draft and write the questions.
5. Decide on the question order and number the questions.
6. Play close attention to the overall design/format of the questionnaire.
7. Draft either a letter or information sheet to be included with or form part of the questionnaire.
8. Pilot (or pretest) the questionnaire.
9. Prepare copies of the questionnaire for dissemination.
10. Distribute the questionnaire.

Adapted from burlingame and Blaschko, 2010, p. 130-134.

My Steps to Standardized Assessment Development

1. Identify a concept. Review all literature on the concept. Define the concept. Use literature to support this.
2. Identify and define components that break concept into smaller subcomponents or subscales. Use literature to support this.
3. Identify characteristics that would allow one to know when that subcomponent is occurring. Use literature to support this.
4. Develop items that best describe ways the subcomponent occurs.
5. Design scoring options such as a Likert scale. Rationalize this design using literature.
6. Determine how the assessment will be statistically analyzed for validity and reliability.
7. Gather required data to be able to complete analysis for validity.
8. Gather required data to be able to complete analysis for reliability.
9. Run the statistical analysis.
10. Interpret the results of the analysis to determine is the assessment is valid and/or reliable.

Developing an assessment well is a difficult task. While I am not a proponent of using assessments that have not been tested for validity and reliability or those that are

not standardized, I can appreciate the reasons why practitioners would choose to develop an in-house assessment. I could not have completed the process without the guidance of a committee, and presume the challenge would be exponentially greater for practitioners balancing an assortment of responsibilities. It is beneficial for practitioners to have a guide to assessment development however burlingame and Blaschko (2010) do not provide a guide to developing a standardized assessment or place enough significance on the importance of developing a sound assessment within those guidelines. They advocate the relevance of standardized assessments by stating "the field of recreational therapy has advanced to the point that almost every recreational therapist will benefit from using standardized testing tools on a fairly regular basis" (p.107), though no guidance is provided as to how to develop one.

Having experienced the complexity of standardized assessment development, I advocate for guidelines for practitioners that describe testing the assessments they are developing. The process I experienced is too cumbersome for general practitioners, and the process described by burlingame and Blaschko (2010) is too informal. This is a potential opportunity for future research as using assessments that have not been tested continue to put the cornerstone of TR at risk. Areas of potential risk are related to compromising the efficacy of services, and whether recreation therapists are deemed to be providing viable services (Zabriskie, 2003). From this perspective this study benefits practitioners as it may inform them about the difficulty, implications and impact assessment development encompasses. If developing assessments well is not practical for practitioners then suggesting how to create one seems counterintuitive. An alternative

may be a guide that teaches practitioners how to select the most suitable standardized assessments for their program, and provide information on where to access them.

Researchers also play a large role in the issue of assessment development. Through this experience, I have learned there is an insufficient amount of assessments that are representative of today's reality of TR; supporting strengths-based approaches. Generally, practitioners want to be able to do their jobs well, but when the tools do not exist to do so it raises concerns. If there is an underrepresentation of assessments that support the use of strengths-based approaches then how important is it? It is a bizarre experience for a practitioner when the philosophical approach used to guide their interventions is not as widespread in research as it is in practice.

Value of the Study

The contribution to the ongoing conversations and developments into savouring leisure is the most important finding of this study, in my opinion. The items that were developed were supported by the literature as was the definition of the concept. The subscales were also modeled after the temporality of the SBI and consisted mainly of actions and behaviours. The results of this study suggest is that the participants of this study placed a greater value on the actions that represent savouring leisure, rather than the time frame in which savouring occurred. This study opens new channels of dialogue that may have otherwise not been considered about the dynamics of savouring leisure.

For example, the issue that more research is needed to help explain the role of savouring leisure. This includes examining the lived experiences of savouring leisure. An interesting means of doing this would be conducting research that is more exploratory

in nature using interviews with different client groups, then comparing those findings back to what the existing savouring strategies suggest. An additional area that needs to be explored is the effectiveness of some of the purposed strategies that are suggested within the TR literature on how to support savouring. Hood and Carruthers (2007) recommend intentional strategies to increase savouring in leisure.

Items found within the SAS represent the savouring leisure strategies as presented within the LWM despite not being clustered into single representative factors or subscales. The finalized components of the SAS thematically support these strategies. For example, the Being Present and Leisure Reminders support being present and recreating emotions. The purposeful selection of leisure activities is strongly related to the Outlook component, and modifying leisure experiences is represented within the items that compose Positive Practice.

The first strategy is to "increase their attention to the positive emotions associated with leisure involvement by being fully present for the experience and recreating the attendant emotions" (p.312). The SAS represents this strategy through items such as "I share with people the positive aspects of my leisure while I'm participating in it," "I find it easy to experience positive emotions (such as passion, joy, excitement) while I'm participating in my leisure," and "I review my favorite pictures from a leisure experience so I can prolong it."

The second strategy is to "increase the number of opportunities to experience pleasure daily through purposeful leisure selection and involvement" (p. 312). The following items found within the SAS are a sample of the representation of this strategy: " I plan my activities to make sure I have meaningful experiences," " When I believe I

will enjoy something I will seek others who will do it with me," and " I seek out activities that I know will be a positive experience for me."

The third strategy is modifying the experience to optimize the potential for a positive experience to occur, and positive emotions (Bryant & Veroff, 2007; Hood & Carruthers, 2007). This strategy is found within items such as: "I purposefully seek out and keep trinkets that will remind me of a great leisure experience," and "I will often stop what I am doing during leisure to make note of the good things that are happening." Breaking the suggested strategies down and testing them with clients would reveal useful information and continue to expand the understanding of savouring leisure.

This study also contributes to the continued promotion of strengths-based practice, and using the LWM to guide TR service implementation. The transition to strengths-based practice is becoming more visible however there is room for growth. Anderson and Heyne (2013) state "given that therapeutic recreation services have been couched in the medical model so solidly, the profession may need guidance and information in using a strengths approach, especially in the critical area of assessment" (p. 90). They tackle this issue by connecting the domains of the Flourishing through Leisure Model (Anderson & Heyne, 2012; Heyne & Anderson, 2012) to existing strengths-based assessments. By doing so, this pushes the strengths-approach forward and removes the initial barrier to implementing new service delivery models as well as finding assessments to support it.

An additional important area informed by this study is the overall state of savouring leisure within academia. The participation rate of the practitioners would

suggest that this is a TR intervention that is valued. If TR practitioners are to support their practice with evidence-based methods, this should be supported by researchers and academics. Practitioners rely on academics to generate the evidence in which they use. If there is a disconnect in academia of seeing the subject of savouring as worthy of the investment of time then it can potentially impact practitioners' ability to continue to understand it, and support it.

Limitations

Limitations in any research project are to be expected. Those related to this research study are related to the "expert" panel, and sample size. The "expert" panel was provided with background information on the assessment development, a comparison chart of SAS items, SBI, WOSC and respective indicators, as part of the data collection package. The panel was then asked to review and rank the individual items. Although each new page for the subcategories was labeled, it potentially was not clear enough. Reminders of definitions would have aided the process, since these were not included beyond the "Background Information" portion of the package. This was remedied for the data collection procedures with the "practitioner" panel. Definitions were provided in the "Background Information" and again on each new page that represented the items.

A second limitation that was raised from the "expert" panel was the response rate of 53%, which includes all response types; completed and partially completed. If the data were used from only those who completed to survey, the response rate would be 33%. A higher response rate would suggest more rich information to use for item modification. This number however, is not out of proportion with Kittleson (1997) who suggests that

surveys that are emailed will have a 25-30% response rate, which can be doubled using reminders.

A final limitation of this study was that of sample size used for the factor analysis. Perspectives on this subject vary greatly which was led to differing guidelines. For example, Nunnally (1978) recommends having 10 times as many participants as variables; Kass and Tinsley (1979) recommend 5-10 participants per variable, to a maximum of 300 participants; lastly Guadagnoli and Velicer (1988) determined a factor with four or more loadings with a value over .6 then the sample size is appropriate regardless of ratios. The sample size used for the factor analysis met minimum recommendations (Gorsuch, 1983; Kline, 1994). Although, the study successfully gathered data for the minimum amount of participants required and met the KMO measure of sampling adequacy, it would be intriguing to compare this study's results against that of a larger sample size.

Additionally, the way items were worded may have also impacted the number of factors. It is not uncommon for items positively and negatively worded to load as separate factors (Enos, 2001; Finney, 2001). Other researchers have reported that extra factors emerge often, loading only negatively worded items (DiStefano & Motl, 2006; Schweizer & Rauch, 2008; Spector, Van Katwyk, Brannick, & Chen, 1997). This occurring conflicts with the intent of the negatively worded items of reducing response set bias. Half of the items in the SBI are negatively worded; however, no results of an additional factor emerging due to this are reported or discussed.

Furthermore, the attempt to marry all of the perspectives of savouring, and savouring leisure to have a well rounded and theoretically grounded assessment has been challenging. The research that exists of savouring is more plentiful than the research that exists for savouring leisure, despite the overall resources for each being relatively narrow. By using what could be learned about useable assessments measuring savouring, the SBI and WOSC, and what is known about savouring leisure, resulted in a blended assessment combining functioning assessments and savouring leisure. By doing so savouring leisure may have unintentionally lost its centrality in the process which was over shadowed by building a potentially operational assessment.

Recommendations for Future Research

Although hard work, time, and dedication have gone into developing this assessment to where it presently is, it does not mean the assessment development process for this assessment is complete. This study specifically focused on generating items, and testing these items for validity and reliability. A path of continuing to develop this scale would be to develop operational definitions for the new five factors and potentially indicators to support them, as the existing indicators are temporal specific. As with the original component and indicator development, these would need to be guided and supported by literature. It is also recommended that a more rigorous process is used to determine the conceptual foundations of the subscales found within this study via factor analysis. A potential means of doing so would be to use a panel of experts and practitioners to elicit feedback regarding how the concept of savouring leisure as presented within the LWM is represented within the subscales, and thus use this as an aid to re-label the factors. By doing so the assessment would have a more concise alignment

with the LWM which should also lead to using the title of the assessment to reflect this by renaming it the Savouring Leisure Scale.

An additional recommendation would be to analyze the data using a confirmatory factor analysis (CFA). Confirmatory factor analysis is a theory testing model rather than a theory generating model compared to EFA. Confirmatory factor analysis is a method used to verify a factor structure and to test if a hypothesized relationship exists (Stevens, 2002). It was important to conduct an EFA because it is a means of exploring potential underlying structures of the variables without imposing any preconceived structure to the outcome (Child, 1990). Exploratory factor analysis is also more useful in item reduction than CFA (Stevens, 2002) which was required for this study. It would be useful, and informative to conduct a CFA and compare those results against the findings of this study using EFA, which would allow the researcher to have more creative control over the process.

Although the assessment has been found to be reliable, more validity tests are needed to gain stronger results. An instructional score sheet would also be required. This would need to include scoring instructions, an explanation of how to interpret the scores such as the difference between high and low scores for each subscale and total scale. There are other additional tests that should be expected for newly developed assessments that were not feasible given the scope of a Master's thesis. Some of these tests would include test-retest reliability to determine if scores remain the same if not intentional interventions are given, and piloting the assessment with various populations. Piloting the assessment with practitioners and clients would be a critically important next step to this assessment becoming completely standardized.

An additional recommendation would be to continue to develop assessments that are meant to measure components of the Leisure and Well-Being Model (Carruthers & Hood, 2007; Hood & Carruthers, 2007). Although other researchers such as Anderson and Heyne (2013) are aiding in advocating for strengths-based assessments in recreation therapy practices, many of the assessments that adopt the foundational principles of the LWM do not stem from leisure studies. The assessments that have the same underlying values as those used within the LWM, such as flourishing, strengths, positive emotions, are from psychology studies. As a TR practitioner I have something of a natural instinct to support TR based work. However, in the case of supporting the LWM at full capacity, TR practitioners should not hesitate to step outside of the realm of TR to obtain relevant, standardized assessments. "Most of the research that supports the LWM comes from outside the TR field" (Hood & Carruthers, 2013 p.135). This impacts TR practitioner's ability to find tools produced within TR to support service delivery properly. Regardless, relevant assessments are available that practitioners can use to facilitate best practice.

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Appendix A

The Process of Item Development: Connecting Proposed Items to Items on SBI, WOSC, and Indicators

Italic Items=negatively worded

Past	SBI	WOSC	Indicators						
			Vocal	Silent	Alone	Retelling life stories with another person	Retelling life stories with a group of people	Richly visualizing	
1. **I look at items (pictures, ticket stubs etc) I've kept from the past to help relive the experience.**	15. I like to store memories of fun times that I go through so that I can recall them later.	MEMORY BUILDING 22. I consciously reflected on the situation-took in details, tried to remember them, made comparisons.		✓	✓				✓
2. ***Talking about memories of my past leisure experiences doesn't bring me happiness.***	12. When I reminisce about pleasant memories, I often feel sad or disappointed.	Doesn't contain negatively worded items.	✓			✓	✓	✓	
3. **It is meaningful for me to spend time talking about the fun I have had.**	9. I can make myself feel good by remembering pleasant events.	SHARING WITH OTHERS	✓			✓	✓	✓	
4. ***I am not able to relive the good feelings that come from the fun I have had***	18. I find that thinking about good times from the past is basically a waste of time.	SHARING WITH OTHERS Doesn't contain negatively	✓			✓	✓	✓	

through conversation.		worded items							
5. ***Telling past stories about the fun I have had is not meaningful to me.***	6. I don't like to look back at the good times too much after they've taken place.	SHARING WITH OTHERS Doesn't contain negatively worded items.	✓			✓	✓	✓	
6. ***I do not like to remind myself of the leisure I've done in the past.***	24. For me, once a fun time is over and gone, it's best not to think about it.	MEMORY BUILDING Doesn't contain negatively worded items		✓	✓				✓
7. **I prefer to remember what I've done privately through reading a journal I've kept.**	15. I like to store memories of fun times that I go through so that I can recall them.	MEMORY BUILDING		✓	✓			✓	✓
8. **I keep items (pictures, journals, ticket stubs etc.) readily available or visible.**	15. I like to store memories of fun times that I go through so that I can recall them.	MEMORY BUILDING		✓	✓				✓
9. **I will join conversations when the topic is something I've done in the past for fun.**	3. I enjoy looking back on happy times from my past.	47. I talked to another person about how good I felt. SHARING WITH OTHERS	✓			✓	✓	✓	✓

10. **I share photos with those around me to help me tell a story.**	15. I like to store memories of fun times that I go through so that I can recall them.	53. I took photographs with a camera to capture the experience. MEMORY BUILDING 11. I looked for other people to share it with. SHARING WITH OTHERES	✓			✓	✓	✓	✓
11. ***Recreating my past leisure through sharing stories is not useful for me.***	18. I find that thinking about good times from the past is basically a waste of time.	SHARING WITH OTHERS Doesn't contain negatively worded items	✓			✓	✓	✓	
12. **If given a list of words about positive feelings I would be able to identify some as what I have experienced.**				✓	✓				✓
13. **I will seek out people who are happy to listen to me tell stories about my past experiences.**	3. I enjoy looking back on happy times from my past.	11. I looked for other people to share it with. SHARING WITH OTHERS	✓			✓	✓	✓	✓

14. **I will tell my stories of fun to anyone who will listen.**	3. I enjoy looking back on happy times from my past.	11. I looked for other people to share it with. SHARING WITH OTHERS	✓			✓	✓	✓	
15. **I will talk about my free time fun as long as it gives me pleasure.**	21. It's easy for me to rekindle the joy from pleasant memories. 3. I enjoy looking back on happy times from my past.	11. I looked for other people to share it with. SHARING WITH OTHERS	✓			✓	✓	✓	
16. **Documenting my experience with something like scrapbooking helps me keep the memories alive.**	15. I like to store memories of fun times that I go through so that I can recall them.	12. I thought about how I'd reminisce to myself about this event later. MEMORY BUILDING		✓	✓			✓	✓
17. **I select my favorite pictures from an experience to be developed so I can prolong it.**	15. I like to store memories of fun times that I go through so that I can recall them.	53. I took photographs with a camera to capture the experience. MEMORY BUILDING		✓	✓			✓	✓
18. **I often look at old photographs to relive the memories.**	15. I like to store memories of fun times that I go through so that I can recall them.	53. I took photographs with a camera to capture the experience. MEMORY		✓	✓				✓

		BUILDING							
19. **I will listen to other people's stories when I see it makes them happy to share it with me.**		21. I expressed to others present how much I valued the moment (and their being there to share it with me). SHARING WITH OTHERES	✓	✓		✓	✓		✓
20. **I've talked about my leisure with friends and family.**		11. I looked for people to share it with. SHARING WITH OTHERS	✓			✓	✓	✓	

Present	SBI	WOSC	Indicators				
			Manipulate/	Organize	Mindful	Attention to	Attention to internal
1. **I make myself slow down to take in my surroundings.**	5. I know how to make the most of a good time.	2. I tried to take in every sensory property of the event (sight, sounds, smells etc.) MEMORY BUILDING 27. I tried to slow down and move more slowly (in effort to stop or slow down time). SENSORY-PERCEPTUAL SHARPENING	✓			✓	
2. **I find it easy to genuinely laugh while I'm**	23. It's easy to enjoy myself when I	15. I laughed or giggled. BEHAVIOURAL EXPRESSION			✓	✓	

	participating in my leisure.	want to.						
3.	**I will point out positive aspects of the experience to those around me.**	11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	21. I expressed to others present how much I valued the moment (and their being there to share it with me). SHARING WITH OTHERS	✓		✓	✓	
4.	**I change what I am doing in hopes to get the most out of an experience.**	5. I know how to make the most of a good time.	28. I made myself relax so that I could become more absorbed in the event or activity. ABSOPRTION	✓		✓	✓	✓
5.	**I only do one activity at a time.**	5. I know how to make the most of a good time.		✓				
6.	***I mindlessly go through an activity just to be done.***	20. I don't enjoy things as much as a I should.	46. I reminded myself of other places I should be or other things I should be doing instead. KILL JOY THINKING	✓		✓		
7.	**I document great moments I expect to be memorable, such as taking pictures.**	11. When something good happens, I can make my enjoyment of it last longer by thinking	53. I took photographs with a camera to capture the experience. MEMORY BUILDING	✓		✓	✓	✓

	or doing certain things.						
8. **I refuse to spend my free time doing an activity that will not benefit me.**	5. I know how to make the most of a good time.	49. I told myself why I deserved this good thing. SELF-CONGRATUALTION	✓	✓		✓	✓
9. ***I find myself multitasking or doing more than one activity during my free time.***	8. When it comes to enjoying myself, I'm my own worst enemy. 20. I don't enjoy things as much as a I should.	N/A				✓	✓
10. **During my leisure time, I participate as much as possible to get the most out of it.**	5. I know how to make the most of a good time. 11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	8. I thought only about the present-got absorbed in the moment. 18. I closed my eyes, relaxed, took in the moment. 28. I made myself relax so that I could become more absorbed in the event or activity. ABSORPTION	✓		✓	✓	✓
11. **I will often stop what I'm doing to make note of the good things that are**	5. I know how to make the most of a good time. 11. When	18. I closed my eyes, relaxed, took in the moment. 28. I made myself relax so that I could become more absorbed in the event or activity. ABSORPTION	✓		✓	✓	✓

happening.	something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	22. I consciously reflected on the situation-took in details, tried to remember them, made comparisons. MEMORY BUILDING					
12. ***I would rather sit back and watch leisure unfold than be doing it.***	20. I don't enjoy things as I should.	N/A	✓			✓	✓
13. ***When I notice something good happen I let it pass by instead of doing something about it.***	14. I can't seem to capture the joy of happy moments.	30. I withdrew or inhibited my feelings (stiffened up). KILL JOY THINKING	✓			✓	✓
14. **I purposefully seek out objects to keep that will remind me of this time.**	5. I know how to make the most of a good time. 11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain	12. I through about how I'd reminisce to myself about this event later. 53. I took photographs with a camera to capture the experience. MEMORY BUILDING		✓		✓	

	things.						
15. **I tell those around me what I am experiencing while participating in leisure.**	5. I know how to make the most of a good time. 11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	47. I talked to another person about how good it felt. 21. I express to other how much I valued the moment (and their being there to share it with me) SHARING WITH OTHERS			✓	✓	✓
16. **If I'm not enjoying myself as much as I thought I would I change what I'm doing to make it better.**	5. I know how to make the most of a good time. 11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	8. I thought only about the present- got absorbed in the moment. 28. I made myself relax so that I could become more absorbed in the event or activity. ABSORPTION	✓		✓	✓	✓
17. **I become as involved as possible with my leisure.**	5. I know how to make the most of a good time. 11. When something	22. I consciously reflected on the situation- took in details, tried to remember, made comparisons. 32. I labeled specific details of the situation explicitly- tried to find	✓	✓	✓	✓	✓

	good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	out what it was that I was enjoying and not each aspect explicitly. MEMORY BUILDING					
18. **I share with people the positive aspects of my leisure while I'm participating in it.**	11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	47. I talked to another person about how good I felt. SHARING WITH OTHERS			✓	✓	✓
19. **I seek out activities that I know will be a positive experience for me.**	11. When something good happens, I can make my enjoyment of it last longer by thinking or doing certain things.	33. I told myself why I deserved this good thing. SELF-CONGRATUALTION	✓	✓		✓	✓
20. ***I hide any evoked actions while participating.***	14. I can't seem to capture the joy of happy moments.	30. I withdrew or inhibited my feelings (stiffened up).	✓				✓

Future	SBI	WOSC	Indicators

			pectancies of event	experienci ng an	future	Constructi ng a scene	one's self in new	personal
1. **I start to get excited when looking forward to my leisure time.**	7. I feel a joy of anticipation when thinking about upcoming good things.	44. I screamed or made other verbal expressions of excitement. BEHAVIOURAL DISPLAY		✓	✓	✓	✓	✓
2. **I can imagine what the experience will be like before it has happened (feelings, sights, sounds etc.).**	13. I can enjoy pleasant events in my mind before they actually occur.	2. I tried to take in every sensory property of the event (sights, sounds, smells etc.). MEMORY BUILDING	✓	✓	✓	✓	✓	✓
3. ***It's difficult for me to image what my leisure is going to be like.***	16. It's hard for me to get very excited about fun times before they actually take place.		✓			✓		✓
4. **I look forward to enjoying leisure with others.**	7. I feel a joy of anticipation when thinking about upcoming good things.	11. I looked for people to share it with. SHARING WITH OTHERS				✓	✓	✓
5. **I picture myself laughing, and smiling during my leisure.**	13. I can enjoy pleasant events in my mind before they actually occur.	15. I laughed or giggled. BEHAVIOURAL EXPRESSION				✓	✓	✓
6. **Sometimes, thinking about the fun I'm going to have during my free time, is just as good as doing it.**	19. I can make myself feel good by imagining what a happy time that is about to happen will be like.	54. I thought about what a good time I was having. SELF CONGRATULATION		✓		✓		✓
7. **I have positive, pleasant thoughts about**	13. I can enjoy pleasant events in my mind				✓	✓	✓	✓

my future leisure.	before they actually occur.							
8. **I act excited when thinking of an upcoming leisure commitment.**	1. Before a good thing happens, I look forward to it in was that give me pleasure in the present.	44. I screamed or made other verbal expressions of excitement. BEHAVIOURAL DISPLAY		✓	✓	✓		✓
9. **I believe my upcoming leisure plans will be enjoyable for me.**	7. I feel a joy of anticipation when thinking about upcoming good things.		✓		✓	✓	✓	✓
10. ***Thinking of my leisure plans before they happen isn't a good use of my time.***	10. For me, anticipating what upcoming good events will be like is basically a waste of time for me.	52. I thought about other things that were hanging over me, problems and worries that I still had to face. KILL JOY				✓		✓
11. **If I need something positive to think about I will think of what my leisure will be like.**	19. I can make myself feel good by imagining what a happy time that is about to happen will be like.	42. I thought about what a triumph it was. SELF-CONGRATUALIONS		✓	✓	✓	✓	✓
12. ***I imagine my upcoming leisure experience, but it doesn't bring good feelings.***	16. It's hard for me to get very excited about fun times before they actually take place.	56. I thought about things that made me feel guilty. KILL JOY		✓	✓	✓	✓	✓
13. **When thinking about my future leisure plans I think "what a great story this is going to be".**	7. I feel a joy of anticipation when thinking about upcoming good things.	12. I thought about how I'd reminisce to myself about this later. MEMORY BUILDING 1. I thought about sharing the memory of this later with other people.	✓	✓	✓	✓	✓	✓

		SHARING WITH OTHERS						
14. **If given a list of words about positive feelings I would be able to match some to what I hope to experience.**			✓	✓		✓		
15. **I think about how lucky I am to plan my free time as I see best for me.**	7. I feel a joy of anticipation when thinking about upcoming good things.	19. I thought about what a lucky person I am that so many good things have happened to me. COUNTING BLESSINGS		✓	✓	✓	✓	✓
16. **When I think about what I'm going to do with my upcoming free time I know it's going to make for great memories.**	7. I feel a joy of anticipation when thinking about upcoming good things.	12. I thought about how I'd reminisce to myself about this later. MEMORY BUILDING	✓		✓	✓	✓	✓
17. ***I try to think about how I'm going to spend my free time but my mind shifts to all the other things I need to do first.***	16. It's hard for me to get very excited about fun times before they actually take place. 22. When I think about a pleasant event before it happens, I often start to feel uneasy or uncomfortable.	52. I thought about other things that were hanging over me, problems and worries that I still had to face. KILL JOY 56. I thought about things that made me feel guilty. KILL JOY	✓			✓		✓
18. **I plan my activities to make sure I have a memorable experience.**	7. I feel a joy of anticipation when thinking about upcoming good things.	12. I thought about how I'd reminisce to myself about this later. MEMORY BUILDING	✓		✓	✓	✓	✓
19. ***Planning upcoming***	4. I don't like to look	39. I told myself how it wasn't as good as		✓		✓	✓	✓

leisure isn't rewarding for me in the present.	forward to good times too much before they happen. 16. It's hard for me to get very excited about fun times before they actually take place.	I'd hoped for. KILL JOY						
20. **When I believe I will enjoy something I will seek others who will do it with me.**	7. I feel a joy of anticipation when thinking about upcoming good things.	11. I looked for people to share it with. SHARING WITH OTHERS	✓		✓	✓	✓	✓

Appendix B

SBI Validity

SBI Construct Validity Coefficients From Five Studies

Criterion Measures	Study	SBI Factor Scores: Anticipate	Savor the Moment	Reminisce	Total
I. Individual differences:					
Affect intensity	2	.21*	.21*	.17*	.27*
	3	.49**	.31*	.49**	.48**
Extraversion	4	.34*	.44**	.33*	.42**
Optimism	4	.56**	.41**	.42**	.50**
Hopelessness	4	-.48**	-.33*	-.37**	-.41**
Neuroticism	1	-.22*	-.30*	-.23*	-.26*
	2	-.18*	-.48**	-.30*	-.38**
Guilt	3	-.19*	-.34*	-.13	-.26*
Shame	3	-.12	-.19*	.04	-.09
Physical anhedonia	4	-.52**	-.52**	-.50**	-.56**
Social anhedonia	4	-.50**	-.58**	-.48**	-.57**
Social desirability	3	.07	-.01	-.04	-.01
II. Control Beliefs:					
Internal locus of control	4	.25*	.32*	.31*	.31*
Self-control	3	.19*	.23*	.23*	.24*
Obtaining	1	.29*	.41**	.34*	.41**
	2	.23*	.37**	.44**	.44**
Savoring	1	.35**	.51**	.39**	.49**
	2	.40**	.67**	.53**	.63**
Avoiding	1	-.04	.15	-.09	.02
	2	.05	.20*	.17	.18
Coping	1	.04	.40**	.12	.23*
	2	-.06	.35**	.29*	.21*
III. Subjective adjustment:					
Present happiness	1	.08	.37**	.20*	.25*
	2	-.03	.28*	.21*	.20*
Gratification	1	.29*	.39**	.28*	.39**
	2	.21*	.45**	.39**	.37**
Self-esteem	1	.30*	.39**	.23*	.39**
	2	.10	.42**	.28*	.30*
Strain	1	-.02	-.19*	-.03	-.09
	2	-.16	-.46**	-.33**	-.33**
Perceived vulnerability	1	.00	-.16	-.02	-.06
	2	-.06	-.23*	-.27*	-.20*
Depression	1	-.12	-.34**	-.11	-.25*
	2	-.11	-.40**	-.28*	-.31*
Happiness intensity	3	.24*	.59**	.26*	.45**
	6	.48*	.60**	.46*	.56**
Percent of time happy	3	.38**	.58**	.39**	.55**
	6	.47*	.60**	.46*	.61**

Note. Tabled are Pearson product-moment correlation coefficients relating SBI scores to scores on criterion measures. Sample sizes varied slightly within studies 1–4 due to incomplete data for some respondents and were as follows: Study 1 (N = 82–90); Study 2 (N = 104–112); Study 3 (N = 58–82); Study 4 (N = 69–84); and Study 6 (N = 36). Adapted from Table 4 (pp. 186–187) of Bryant, F. B. (2003). Savoring Beliefs Inventory (SBI): A scale for measuring beliefs about savouring. *Journal of Mental Health, 12,* 175–196, with permission from Taylor & Francis, Ltd. [http://www.tandf.co.uk]

*$p < .05$, one-tailed unadjusted **$p < .05$, one-tailed Bonferroni-adjusted (i.e., unadjusted one-tailed $p < .0004$).

Appendix C

Letter of Invitation: Expert Panel

Brock University

Letter of Invitation to Participate in Research

Project Title: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals

I, Dr. Suzie Lane, CTRS and Kelsey Bosetti, CTRS (MA Candidate) from the Department of Recreation and Leisure Studies at Brock University, invite you to participate in a research project titled: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals.

The purpose of this research project is to test the validity and reliability of a newly developed assessment that measures one's savouring abilities for Therapeutic Recreation profession. The purpose of this research project is to test the validity and reliability of a newly developed assessment tool for Therapeutic Recreation professionals that measure clients savouring abilities. Should you choose to participate, you will be asked to review and provided feedback about potential assessment questions. The expected duration of your participation is 45 minutes.

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board [File # 12-310].

If you are interested in participating in this research please visit: https://www.surveymonkey.com/s/L93W2KH or following the directions in the follow up email.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

Appendix D

Consent Form

Brock University

Letter of Information and Consent

Title of Research Project: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals.

Investigators: Dr. Suzie Lane, Associate Professor, CTRS, Department of Recreation and Leisure Studies and, Kelsey Bosetti, CTRS, MA Candidate of Applied Health Sciences, Department of Recreation and Leisure Studies.

Purpose of the Research: To test the validity and reliability of a newly developed assessment for the field of Therapeutic Recreation.

Description of the Research: As a participant, you will be asked to complete 3 questionnaires related to the topic of savouring. Participation will take approximately 30 minutes of your time.

Potential Harm: There are no known harms associated with participating in this study.

Potential Benefits: The results will not benefit you directly at this time, but will aide in the growth and development of Therapeutic Recreation assessments. Therapeutic Recreation professionals will potentially have a new assessment tool to measure savouring during leisure.

Confidentiality: All information you provide is considered confidential; your name will not be collected, therefore it will not be associated with the data collected in the study. Furthermore, because our interest is in the average responses of the entire group of participants, you will not be identified individually in any way in written reports of this research. Also, data collected during this study will be stored in a locked file cabinet in the investigators office, and/or on a password protected computer. Data will be kept until the study is complete after which time hard data will be shredded and electronic data will

be deleted. Access to this data will be restricted to the researcher and the thesis committee.

Voluntary participation: Participation in this study is voluntary. If you wish, you may decline to answer any questions. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. At the end of the survey you will be provided an option to withdraw.

Publication of results: Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available through Dr. Suzie Lane, (905) 688-5550 Ext. 4560 **or** slane@brocku.ca.

Contact information and ethics clearance: If you have any questions about this study or require further information, please contact Dr. Suzie Lane using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University [File # 12-310]. If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future.

○ Yes, I would like to participate.

○ No, I do not want to participate.

Appendix E

Letter of Invitation: Practitioner Panel

Brock University

Letter of Invitation to Participate in Research

Project Title: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals

I, Dr. Suzie Lane, CTRS and Kelsey Bosetti, CTRS (MA Candidate) from the Department of Recreation and Leisure Studies at Brock University, invite you to participate in a research project titled: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals.

The purpose of this research project is to test the validity and reliability of a newly developed assessment that measures one's savouring abilities for Therapeutic Recreation profession. The purpose of this research project is to test the validity and reliability of a newly developed assessment tool for Therapeutic Recreation professionals that measure clients savouring abilities. Should you choose to participate, you will be asked to review and provided feedback about potential assessment questions. The expected duration of your participation is 45 minutes.

If you are interested in participating in this research please visit: https://www.surveymonkey.com/s/L93W2KH or following the directions in the follow up email.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca). This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board [File # 12-310].

Appendix F

Letter of Invitation: Undergraduate Participants

Brock University

Letter of Invitation to Participate in Research

Project Title: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals

I, Dr. Suzie Lane, CTRS and Kelsey Bosetti, CTRS (MA Candidate) from the Department of Recreation and Leisure Studies at Brock University, invite you to participate in a research project titled: Savouring Abilities Scale (SAS): The Development of a Strengths-Based Standardized Assessment for Therapeutic Recreation Professionals.

The purpose of this research project is to test the validity and reliability of a newly developed assessment that measures one's savouring abilities for Therapeutic Recreation profession. Should you choose to participate, you will be asked to fill out 3 simple questionnaires. The expected duration of your participation is 30 minutes. You may also have the chance to win 1 of 3 $10 Tim Horton's gift card!
This research will benefit Therapeutic Recreation professionals as this will be the first assessment developed to support the use of the Leisure and Well-Being Model. The goal of the assessment is to understand a client's savouring abilities to maximize positive outcomes a Recreation Therapist would plan with them.

If you are interested in participating in this research please attend seminar the week of February 10-14th.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca). This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board [File # 12-310].

If you have any questions, please feel free to contact me (see below for contact information).

Thank you,

Appendix G

Accepted or Rejected Items based on Majority Ranking with Expert Panel Modifications

Item #		Essential (%)	Useful (%)	Not Essential (%)	Accept or Reject
	Past				
1.	I look at items (pictures, ticket stubs etc.) I've kept from the past the help relive the experience. I look at items "(pictures, ticket stubs, etc)" I've kept from the past to help relive the leisure experience.	66.7	33.3	0	Accept
2.	Talking about memories of my past leisure experiences doesn't bring me happiness. Talking about memories of my past leisure experiences is not important to me.	33.3	66.7	0	Accept
3.	It is meaningful for me to spend time talking about the fun I've had. It is important for me to spend time talking about the fun I have had during a leisure experience.	66.7	33.3	0	Accept
4.	I am not able to relive the good feelings that come from the fun I have had through conversation. It is not important to relive the good feelings that come from a leisure experience through conversation.	50	50	0	Accept
5.	Telling past stories about the fun I have had is not meaningful to me. Telling past stories about my leisure experiences is not important to me.	16.7	66.7	16.7	Accept
6.	I do not like to remind myself of the leisure I've done in the past. It is not important to remind myself of the leisure I've done in the past.	66.7	33.3	0	Accept

7.	I prefer to remember what I've done privately through reading a journal I've kept. I prefer to remember what I've done in a private manner, such as reading a journal I've kept.	50	33.3	16.7	Accept
8.	**I keep items (pictures, journals, ticket stubs etc.) readily available or visible.**	**33.3**	**33.3**	**33.3**	**Reject**
9.	I will join conversations when the topic is something I've done in the past for fun.	50	33.3	16.7	Accept
10.	I share photos with those around me to help me tell a story. I share photos of leisure experiences to help me tell a story.	33.3	50	16.7	Accept
11.	Recreating my past leisure through sharing stories is not useful for me. Reliving the good moments of my past leisure through sharing stories is not important to me.	0	66.7	33.3	Accept
12.	If given a list of words about positive feelings I would be able to identify some as what I have experienced. If given a list of words about positive feelings I would be able to identify some as what I have experienced during my leisure time.	50	50	0	Accept
13.	I will seek out people who are happy to listen to me tell stories about my past experiences. I will seek out people who are happy to listen to me tell stories about my past leisure experiences.	16.7	83.3	0	Accept
14.	I will tell my stories of fun to anyone who will listen. Telling stories of my leisure experiences brings me pleasure.	16.7	50	33.3	Accept

15. I will talk about my free time fun as long as it gives me pleasure.	**33.3**	**33.3**	**33.3**	**Reject**
16. Documenting my experience with something like scrapbooking helps me keep the memories alive. Documenting my leisure experiences with a tool like scrapbooking or social media helps me keep the memories alive.	33.3	50	16.7	Accept
17. I select my favorite pictures from an experience to be developed so I can prolong it. I review my favorite pictures from a leisure experience so I can prolong it.	67.7	0	33.3	Accept
18. I often look at old photographs to relive the memories.	**66.7**	**16.7**	**16.7**	**Reject**
19. I will listen to other people's stories when I see it makes them happy to share it with me. I will listen to other people's stories about leisure when it makes them happy to share it with me.	16.7	50	33.3	Accept
20. I've talked about my leisure with friends and family. I don't often talk about my leisure with friends and family.	100	0	0	Accept
Present				
21. I make myself slow down to take in my surroundings	100	0	0	Accept
22. I find it easy to genuinely laugh while I'm participating in my leisure. I find it easy to experience positive emotions while I'm participating in my leisure.	40	60	0	Accept
23. I will point out positive aspects of the experience to those around me.	100	0	0	Accept

24. I change what I am doing in hopes to get the most out of an experience. I change what I am doing to get the most out of a leisure experience.	83.3	16.7	0	Accept
25. I only do one activity at a time.	**33.3**	**33.3**	**33.3**	**Reject**
26. I mindlessly go through an activity just to be done. I am distracted during my leisure because I'm thinking of other things.	50	33.3	16.7	Accept
27. I document great moments I expect to be memorable, such as taking pictures. I document moments that are important to me by taking pictures.	16.7	50	33.3	Accept
28. I refuse to spend my free time doing an activity that will not benefit me. It is not important to me to spend my free time on an activity that is not of interest to me.	16.7	66.7	16.7	Accept
29. I find myself multitasking or doing more than one activity during my free time.	33.3	66.7	0	Accept
30. During my leisure time, I participate as much as possible to get the most out of it. During leisure time I give it 100% of my attention so I get the most out of it.	16.7	66.7	16.7	Accept
31. I will often stop what I'm doing to make note of the good things that are happening. I will often stop what I am doing during leisure to make note of the good things that are happening.	66.7	16.7	16.7	Accept
32. I would rather sit back and watch leisure unfold then be doing it.	**16.7**	**33.3**	**50**	**Reject**
33. When I notice something good happening I let it pass by instead of doing something about it.	20	60	20	Accept

When something good happens during my leisure experience, I don't acknowledge it.				
34. I purposefully seek out objects to keep that will remind me of this time. I purposefully seek out trinkets to keep that will remind me of a great leisure experience.	50	0	50	Accept
35. I tell those around me what I am experiencing while participating in leisure.	60	40	0	Accept
36. If I'm not enjoying myself as much as I thought I would I change what I'm doing to make it better.	66.7	33.3	0	Accept
37. I become as involved as possible with my leisure.	50	16.7	33.3	Accept
38. I share with people the positive aspects of my leisure while I'm participating in it.	60	0	40	Accept
39. I seek out activities that I know will be a positive experience for me.	83.3	16.7	0	Accept
40. I hide any evoked actions while participating.	**0**	**20**	**80**	**Reject**
Future				
41. I start to get excited when looking forward to my leisure. I get excited when looking forward to an upcoming leisure experience.	80	20	0	Accept
42. I can imagine what the experience will be like before it has happened (feelings, sights, sounds etc.).	83.3	16.7	0	Accept
43. It is difficult for me to imagine what my leisure is going to be like.	83.3	16.7	0	Accept
44. I look forward to enjoying leisure with others.	80	20	0	Accept

45. I picture myself laughing and smiling during my leisure.	**40**	**0**	**60**	**Reject**
46. Sometimes, thinking about the fun I'm going to have during my free time is just as good as doing it. Thinking about the fun I'm going to have during my leisure is as good as doing it.	50	50	0	Accept
47. I have positive, pleasant thoughts about my future leisure.	83.3	0	16.7	Accept
48. I act excited when thinking of an upcoming leisure commitment.	**33.3**	**33.3**	**33.3**	**Reject**
49. I believe my upcoming leisure plans will be enjoyable for me.	40	40	20	Accept
50. Thinking of my leisure plans before they happen isn't a good use of my time.	40	60	0	Accept
51. If I need something positive to think about I will think of what my leisure will be like.	16.7	50	33.3	Accept
52. I imagine my upcoming leisure experience, but it doesn't bring good feelings.	60	20	20	Accept
53. When thinking about my future leisure plans I think "what a great story this is going to be".	**16.7**	**33.3**	**50**	**Reject**
54. If given a list of words about positive feelings I would be able to match some to what I hope to experience.	**33.3**	**16.7**	**50**	**Reject**
55. I think about how lucky I am to plan my free time as I see best for me. I think about how fortunate I am to know I can plan my upcoming leisure time.	60	40	0	Accept

56. When I think about what I'm going to do with my upcoming free time I know it's going to make for great memories.	**20**	**40**	**40**	**Reject**
57. I try to think about how I'm going to spend my free time but my mind shifts to all the other things I need to do first.	33.3	66.7	0	Accept
58. I plan my activities to make sure I have a memorable experience. I plan my activities to make sure I have a meaningful experience.	50	50	0	Accept
59. Planning upcoming leisure isn't rewarding for me in the present. Planning upcoming leisure isn't important to me.	16.7	66.7	16.7	Accept
60. When I believe I will enjoy something I will seek other who will do it with me.	50	33.3	16.7	Accept

Appendix H

Accepted or Rejected Items based on Majority Ranking and Item Modifications from Practitioner Panel

Item #	Essential (%)	Useful (%)	Not Essential (%)	Accept or Reject
Past				
1. I look at items "(pictures, ticket stubs, etc.)" I've kept from the past to help relive the leisure experience.	63.6	36.4	0	Accept
2. Talking about memories of my past leisure experiences is not important to me.	54.5	9.1	36.4	Accept
3. It is important for me to spend time talking about the fun I have had during a leisure experience.	81.8	18.2	0	Accept
4. It is not important to relive the good feelings that come from a leisure experience through conversation.	63.6	9.1	27.3	Accept
5. Telling past stories about my leisure experiences is not important to me.	**36.4**	**27.3**	**36.4**	**Reject**
6. It is not important to remind myself of the leisure I've done in the past.	63.6	9.1	27.3	Accept
7. I prefer to remember what I've done in a private manner, such as reading a journal I've kept.	36.4	63.4	0	Accept
8. I will join conversations when the topic is something I've done in the past for fun.	81.8	18.2	0	Accept
9. I share photos of leisure experience with those around me to help me tell a story.	45.5	54.5	0	Accept
10. Reliving the good moments of my	45.5	36.4	18.2	Accept

past leisure through sharing stories is not important to me.				
11. If given a list of words about positive feelings, I would be able to identify some as what I have experienced during my leisure time.	72.7	27.3	0	Accept
12. I will seek out people who are happy to listen to me tell stories about my past leisure experiences.	63.6	36.4	0	Accept
13. Telling stories of my leisure experiences brings me pleasure.	100	0	0	Accept
14. Documenting my leisure experiences with a tool like scrapbooking or social media helps me keep the memories alive.	63.6	27.3	9.1	Accept
15. I review my favorite pictures from a leisure experience so I can prolong it.	63.6	27.3	9.1	Accept
16. I will listen to other people's stories about leisure when I see it makes them happy to share with me. I enjoy listening to others share stories of their leisure experience.	63.6	27.3	9.1	Accept
17. I don't often talk about my leisure with friends and family.	54.5	18.2	27.3	Accept
Present				
18. I make myself slow down to take in my surroundings.	81.8	18.2	0	Accept
19. I find it easy to experience positive emotions while I'm participating in my leisure. I find it easy to experience positive emotions (such as passion, joy, excitement) while I'm participating in my leisure.	100	0	0	Accept

20. I will point out positive aspects of the experience to those around me.	45.5	54.5	0	Accept
21. I change what I am doing to get the most out of a leisure experience.	45.5	45.5	9.1	Accept
22. I am often distracted during my leisure because I'm thinking of other things.	45.5	9.1	45.5	Accept
23. I document moments that are important to me by taking pictures.	36.4	45.5	18.2	Accept
24. I willingly spend my free time on leisure activities that are not important to me.	27.3	54.4	18.2	Accept
25. I find myself multitasking or doing more than one activity during my leisure.	45.4	27.3	27.3	Accept
26. During leisure time I give it 100% of my attention so I get the most out of it. During leisure activities, I give my full attention so I get the most out of them.	72.7	23.3	0	Accept
27. I will often stop what I am doing during leisure to make note of the good things that are happening.	36.4	54.4	9.1	Accept
28. When something good happens during my leisure experience, I don't acknowledge it.	54.5	9.1	36.4	Accept
29. I purposefully seek out and keep trinkets that will remind me of a great leisure experience.	45.5	36.4	18.2	Accept
30. I tell those around me what I am experiencing while participating in leisure.	36.4	54.5	9.1	Accept
31. If I'm not enjoying myself as much as I thought I would I change what	81.8	9.1	9.1	Accept

I'm doing to make it better.				
32. I become as involved as possible with my leisure.	90.9	9.1	0	Accept
33. I share with people the positive aspects of my leisure while I'm participating in it.	45.5	54.5	0	Accept
34. I seek out activities that I know will be a positive experience for me.	100	0	0	Accept
Future				
35. I get excited when looking forward to an upcoming leisure experience.	90.9	9.1	0	Accept
36. I can imagine what the leisure experience will be like before it has happened (feelings, sights, sounds etc.).	63.6	36.4	0	Accept
37. It's difficult for me to imagine what my leisure is going to be like.	**36.4**	**18.2**	**45.5**	**Reject**
38. I look forward to enjoying leisure with others.	100	0	0	Accept
39. Thinking about the fun I'm going to have during my leisure is as good as doing it.	54.5	36.4	9.1	Accept
40. I have positive, pleasant thoughts about my future leisure.	100	0	0	Accept
41. I believe my upcoming leisure plans will be enjoyable for me.	90.9	9.1	0	Accept
42. Thinking of my leisure plans before they happen isn't a good use of my time.	54.5	9.1	36.4	Accept
43. If I need something positive to think about I will think about what my leisure will be like.	36.4	63.6	0	Accept
44. I imagine my upcoming leisure	**36.4**	**9.1**	**54.5**	**Reject**

time, but it doesn't bring good feelings.				
45. I think about how lucky I am to know I can plan my upcoming leisure time.	27.3	72.7	0	Accept
46. I try to think about how I'm going to spend my free time but my mind shifts to all of the other things I need to do first.	54.5	27.3	18.2	Accept
47. I plan my activities to make sure I have a meaningful experience.	72.7	27.3	0	Accept
48. Planning upcoming leisure isn't important to me.	45.5	18.2	36.4	Accept
49. When I believe I will enjoy something I will seek other who will do it with me.	81.8	18.2	0	Accept