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## The Role of Leisure in Older Adults Moving Homes

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A thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy degree in Health and Rehabilitation Sciences

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## Abstract

Moving homes is a common experience for older adults in later life. Concomitant with moving is the transition process of adapting to the new home and developing a sense of place. When older adults change residences, they experience disruption in place and risk losing identities. Leisure engagement has been known to help older adults adapt to new transitions in their life, such as death of a spouse, health decline and retirement. Leisure engagement has been linked to the development of sense of home and maintaining identity when moving to residential care settings and congregate living, however, these processes are not well understood. To date no literature has focused on the role of leisure in older adults moving to private dwellings. This study focused on the role of leisure in older adults moving to new homes in the context of London, Ontario. This study used an ethnographic approach involving interviews, activity diaries and mental maps. A total of 12 older adults participated in this study. Data were analyzed using holistic content and thematic analysis. The findings were divided into two integrated manuscripts, chapter 4, focusing on how leisure played a role in adapting to new homes during COVID-19 and chapter 5, which focused on negotiating place after moving homes. Chapter 4 describes how older adults used leisure to maintain identity and establish and maintain social connections after moving homes. Chapter 5 describes how the participants negotiated place using leisure differed for older adults who were single and older adults who were married. The findings also revealed that having shared characteristics with others and the tone of the social environment shaped the participants' leisure engagement after moving to London. Implications for this research include the need for practitioners and policymakers to establish leisure programs that recognize the factors affecting older adults in communities that could challenge their ability to establish a sense of place, such as experiencing a move along with other transitions, such as losing a spouse. The findings also have implications for city planners to develop social spaces for older adults to engage in leisure in their neighbourhoods.

## Keywords

Leisure, older adults, place, sense of home, identity

# 1 Summary for Lay Audience

Older adults will inevitably experience transitions as they age, such as moving homes, losing a spouse and gaining caregiving responsibilities. Engaging in leisure activities with others has been known to help older adults adjust to these life transitions, as such activities provide support and help to maintain identity. Although there is research suggesting that leisure is linked to helping older adults to adjust to such transitions, there is a gap in how leisure plays a role in older adults moving to private dwellings. This study aimed to identify the role leisure plays and shapes older adults adapting to new homes while experiencing other transitions in the context of the COVID-19 pandemic. This study involved interviews, activity diaries and mental maps with 12 older adults who had recently moved to or within the London community. The study participants discussed how continuing to engage in leisure activities helped them to maintain identity after moving to a new home. They described how building and maintaining social connections through leisure also helped them adjust to their new home and community. When interacting through leisure in their new community, they found that the social environment played a large role in shaping how they were able to participate in leisure activities with others and influenced how they established and maintained social circles. Some were challenged to feel a sense of belonging in leisure groups that were already formed, and others found that differences with others hindered their leisure engagement and chose to find new groups. Other participants found it challenging to engage in leisure after experiencing multiple transitions such as the death of a spouse and moving homes. The findings of this research suggest that community programs need to be more inclusive of older adults who may be newcomers and experiencing other transitions. Additionally, the findings from this research suggest including more interactive spaces in neighbourhoods may help foster socialization and building of new relationships among older adults.

## Co-Authorship Statement

In this thesis there are three manuscripts (Chapters 3, 4, and 5) that are co-authored by myself (Kristin Prentice), Dr. Hand, Dr. Laura Misener, and Dr. Jeffrey Hopkins. Kristin Prentice is the primary author and contributions included: designing the research, developing the ethics application, conducting the literature reviews, data collection, transcription and coding, leading the data analysis, and leading the writing of the manuscripts. Dr. Carri Hand guided the research and writing of these manuscripts. Each co-author provided important feedback and mentorship during development of the dissertation and included manuscripts that guided the development of study design, analysis, and writing.

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# Chapter 1

## 1 Introduction

It is common for older adults to move to a new home later in life. Older adults may move due to decreased functional health, death of a spouse, or income changes (Li et al., 2022). An older adult in Canada has been defined as a person aged 65 years or older (Turcotte & Schellenberg, 2007), and this group is expected to comprise 20.0% of Canada's population by 2024 (Garner, et al., 2018; Statistics Canada, 2015) and are likely to require more health, social and community care services as they age (Sinha, 2012). As Canadian older adults' needs grow more complex (Sinha, 2012), they will require suitable housing options, such as collective dwellings such as long term care homes, retirement homes (Garner et al., 2018), or smaller or more accessible private homes. Statistics Canada (2011) reported that most older adults over the age of 65 choose to remain in their own homes; at the same time the waiting time to move into collective living dwellings is long, indicating demand for older adults looking to move to a collective dwelling facility (Dong, 2018). Developing new activity patterns, maintaining identity, and establishing a sense of home can be challenging after a move. Previous literature suggested that leisure may help older adults transition to new homes, such as to assisted living (Lin & Yen, 2018) and long term care (Mueller et al., 2020). However, no literature has focused on how leisure may relate to older adults' transition to private dwellings. Furthermore, existing literature addressed how older adults develop a sense of home and identity when transitioning to new homes (Falk et al., 2012; Walker & McNamara, 2013); developing a sense of home and identity when moving homes may be related to leisure engagement. Therefore, this study aimed to explore how leisure may play a role in older adults' moving to new homes, including how sense of home and identity may develop and support the transition process.

### 1.1 Life after moving

Moving involves a process of transitioning. According to the 2016 Canadian Census, 5.5% of older adults 65 to 74 years old and 4.7% of those 75 years and older had moved

homes in the previous year (Statistics Canada, 2016a). Moving can involve severing social connections, as well as loss and disruptions to daily habits and surroundings (Luborsky et al., 2011). At the same time, moving can strengthen ties when moving closer to family, or when moving provides an opportunity to reinvent a sense of place (Luborsky et al., 2011). In some cases, older adults who move to a new home have additional life changes they need to process. For example, older adults who are widowed, divorced or separated were more likely to move homes (Statistics Canada, 2016a).

The transition process to a new home may differ depending on type of new home, such as residential care, congregate living or private dwellings. Residential care can be described as a home with a certain level of skilled nursing services (Falk et al., 2012), such as retirement homes or long term care homes. Congregate or cohousing involves living with others but promotes privacy, such as older adults having their own rooms but also offers sharing certain spaces such as the kitchen, laundry and common rooms (Chum et al., 2020). Private dwellings include homes where older adults do not share any living space.

Leisure could play a role in helping older adults transition to a new home. Engagement in leisure is defined as the individual's voluntary engagement in pleasurable activities during their free time (Chen et al., 2020; Pressman et al., 2009). Previous literature has shown that leisure can help older adults adapt to various stressful life events, including death of a spouse, health decline and retirement (Gibson & Singleton, 2012). When losing a spouse, leisure was used as a distraction to help cope, and eventually used as a tool for developing new social roles and establishing different social networks for reinventing the self (Standridge et al., 2020). According to Hutchison and Nimrod (2012), leisure engagement is also helpful for those coping with chronic illness. When adapting to retirement, Earl et al. (2015) suggested having a sense of mastery of social and educational leisure skills helped older adults to adjust. Henning et al. (2021) added that physical and social leisure activities help with retirement adjustment over time.

Spaces for leisure engagement can differ depending on the housing setting. Older adults have their own living space to engage in leisure in most types of housing except for those who may live in a shared room in long term care. Apart from their own living space,

many older adults share other common spaces in the home where they may engage in leisure. For instance, in seniors' cohousing, there are more shared spaces where leisure can take place, such as the kitchen, where engaging in group cooking could shape a person's leisure engagement (Pfaff & Trentham, 2020). For example, an individual might prefer to cook what they want to for leisure, however, if they must cook for a group they are obliged to cater to the needs of the group. Retirement homes and long term care homes often have common rooms where older adults are encouraged to participate in leisure by the care staff. A common service offered in retirement homes is social programming and other resources for individual leisure activities, which are often reasons why some older adults choose to move to retirement homes. Literature has indicated that social opportunities and organized recreational programming helps to maintain quality of life in collective senior dwellings (Cutchin et al., 2010; Grant, 2007; Rosenkoetter et al., 2016; Rossen et al., 2008; Shaw et al., 2016; Walker & McNamara, 2013). Although residents are provided with a wide array of social programming, it is usually rigidly scheduled (Katz, 2000) and often does not include input from older adults living in the residence (Theurer et al., 2015). McCann (2013) compared retirement home living to living on a cruise ship, a never-ending vacation. While recreation programming provides enjoyment for some, it underscores marginalization and stigma for others (Theurer et al., 2015). Older adults are entertained and are free from doing chores but often lack the opportunity to find meaningful connections and personal growth (Timonen & O'Dwyer, 2009), despite the efforts put forth by recreation staff (Theurer et al., 2015). Although the current literature is limited, there is evidence to suggest that older adults have more space and freedom for leisure engagement after moving to private dwellings, with minimal rules to follow. For instance, a senior's apartment building allows the individual to have complete autonomy over their apartment unit living space and shared autonomy over common spaces, providing older adults the freedom to engage in leisure in their own space or in shared spaces (Canham et al., 2018; Dupuis-Blanchard et al., 2009). Nevertheless, having to share these common spaces could affect their leisure engagement if they do not have complete access to the spaces any time they would like, as they would in their own house. Similarly, moving to dwellings like townhouses or apartment buildings with shared amenities, such as a pool or courtyard area, may affect older adults'

leisure engagement, such as having to reserve a space if they have friends and family coming over for an event which could create tensions among other residents. A private, detached home would offer spaces to engage in leisure, but likely no large spaces that would be found in a retirement home. In addition, other factors may impact leisure in private dwellings, for example a neighbourhood atmosphere could include noisy or unfriendly neighbours who influence leisure engagement (Wanka, 2018). A friendly or inclusive neighbourhood could also create a welcoming environment for individuals who are new to the community (Gardner, 2011), and may provide a more comfortable social space to engage in leisure.

Autonomy and ownership are key ways in which settings may differ. In long term care homes or retirement homes, older adults often have less autonomy than in congregate housing or private dwellings due to the higher level of care needs and institutional policies (Chum et al., 2020). Although congregate housing offers more independence than residential care settings, independence may be limited due to having to follow house rules, such as following a cooking schedule (Pfaff & Trentham, 2020). The lack of flexibility to participate in their choice of activities was another example of how older adults' ability to use their space can be limited (Mulry, 2012; Petersen & Minnery, 2013). Petersen and Minnery (2013) reported that some facilities did not allow some activities to happen such as overnight guests, which resulted in tensions felt by the older adults. Similarly, in Mulry (2012) some older adults complained that their daily routines were limited by the structure of the home, such as rules about when to eat, sleep and get dressed. Some older adults criticized the commercial priorities, management structures and regulations of such complexes (Petersen & Minnery, 2013), such as designated seating at mealtimes. Omoto and Aldrich (2006) suggested that some older adults enjoyed assigned seating arrangements because it brought them a sense of community and avoided cliques from forming. However, some older adults can find such structure limiting (Mulry, 2012). The institutional rules and shared spaces would impact the transition process for older adults moving to residential care settings or congregate housing in different ways than if moving to private dwellings, such as condominiums or single detached homes.

As older adults transition to new homes, they need to build an attachment to the space to make it a place they would call home. A space is typically understood as simply a location, whereas spaces are turned into places when individuals attach meaning to the space (Cresswell, 2015). When individuals create ties to their new dwelling, they develop a sense of home. Sense of home describes how a person perceives their home, such as feeling at home (Cutchin et al., 2010) and “home is much more than a place where one resides” (Grant, 2007, p. 38); to feel comfortable there needs to be a sense of mastery over the living environment (Križaj et al., 2018) and a “sense of at-homeness” (Shaw et al., 2016, p. 6). According to van Doorene (2018), the process of “making home” involves creating a space where you “hang your hat”. It is a place where you belong, where you are at ease with yourself, and you are surrounded by mementos of your life story (van Doorene, 2018). Cutchin et al. (2010) indicated that in order for older adults to feel at home, their needs, interests, and values had to be met. This can include comfort, familiarity, security and independence (Sim et al., 2012; Walker & McNamara, 2013; West et al., 2017). Sense of home could also include a sense of loss, such as the loss of a previous home or neighbourhood and loss of privacy and control (Falk et al., 2012). Relationships are also built within the home, with shared meanings that contribute to developing a sense of home (Taylor & Kay, 2015). However, not all older adults can easily create a sense of home. Falk et al. (2012) suggested the older adults can feel like a burden to oneself and others, hindering their ability to develop a sense of home. Additionally, the social, institutional, or physical environment can create a barrier to an individual developing ties to place, making developing a sense of home a challenge for the individual. Petersen and Minnery (2013) discussed how older adults can experience a sense of loss after moving to a retirement home due to the institution governing where and when they can engage in leisure. The loss of space and autonomy can challenge how they could create a sense of home. Relocating may also be accompanied by a change of co-habiting arrangements, which could also threaten sense of home. Moving to private dwellings can have its own challenges to developing a sense of home, such as adjusting to a new neighbourhood and establishing or maintaining social connections.

A key part of developing a sense of home after moving is maintaining identity. Kleiber et al. (2011) defined personal identity as “a product of internal consistencies and inconsistencies with one’s past, differences and similarities one has with others, and plans and goals for the future” (p. 219). Rowles and Watkins (2003) suggested that throughout the lifespan our identity is shaped by the transactional relationship between personal and environmental factors to forge an identity and way of being in the world. Further, the way individuals interact with place helps them to develop a sense of home and maintain identity (Falk et al., 2012). Rowles and Watkins (2003) indicated that identity helps shape space into place through history, implicit memory and transfer of possessions. How individuals interact with place helps them to develop connections to the environment, based on history of life experiences. These experiences shape who they are as a person and are mapped onto the places where they interact, including home. For instance, when an individual moves into a house, they are bringing their history and sense of self with them and begin to establish a sense of home by creating ties to the place, such as where they sit to watch TV, where they cook meals, or where they read books. When older adults relocate, they use their memory of place in constructing and maintaining their current self in their new location (Falk et al., 2012; Rowles & Watkins, 2003). Older adults use their implicit memory to transfer elements of previous places to their new location to turn the space into a place. Rowles and Watkins (2003) used the example of furniture arranging to demonstrate that when an older adult relocates, they may arrange furniture in the new home the same as in the previous home. Lastly, older adults often bring possessions that are meaningful to them to maintain identity and create a sense of home (Green & Ayalon, 2019; Rowles & Watkins, 2003).

## 1.2 Problem statement

There are copious amounts of literature suggesting that leisure is beneficial for improving quality of life in older adults (Fernández-Mayoralas et al., 2015; Jenkins et al., 2002), and plays a role in cultivating their well-being (Paggi et al., 2016). Additionally, leisure has been linked to the transition of older adults moving into new homes (Cutchin et al., 2010; Dupuis-Blanchard et al., 2009; Grant, 2007; Križaj et al., 2018; Pfaff & Trentham, 2020;

Rosenkoetter et al., 2016; Rossen et al., 2008; West et al., 2017; Walker & McNamara, 2013). However, there is a lack of research on transitions to private dwellings and how leisure may be implicated in such moves.

It can be challenging for older adults to adapt to their new homes because they experience a change in their activities, their way of being, and their environment. Older adults may face a change and disruption to their previous activities and schedules, depending on how far they moved and whether they could continue to access previous activities. After moving, older adults risk losing the identity they had formed within social groups prior to moving. Older adults also must adapt to living in a new environment, which can be challenging to create a sense of home, especially if they are experiencing other transitions, such as loss of a spouse. Participating in leisure helps older adults to maintain identity and is linked to developing a sense of home, particularly by building relationships through social leisure activities. These processes are not well-understood, therefore it would be beneficial to look in-depth at the role leisure plays when older adults transition into new homes.

### 1.3 Research aim

This study explored the role of leisure in older adults' adapting to a new home in the context of a pandemic and how sense of place and identity were involved in this process, in the community of London, Ontario, Canada. I explored older adults' experiences of transitioning to a new home, the impact their new environment had on their leisure involvement, and how their leisure engagement shaped their new environment.

### 1.4 Key concepts

In this section, I will discuss the concepts that will be highlighted in the following sections of my dissertation. The key concepts include adaptation and transition, leisure as a form of occupation, identity, and place.

### 1.4.1 Adaptation and transition

Adapting or transitioning are frequently used to describe the process of older adults moving to new homes. Aminzadeh et al. (2013) defined adaptation as the post-relocation process influenced by physical, functional and psychological factors of the individual and their environment. However, this definition of adaptation does not address other factors that could possibly affect older adults moving homes and adapting to their new home, such as the social, political, cultural or historical factors. Instead, Ewen and Chahal (2013) drew from Olf's research on stress and coping to define adaptation as how an individual adjusts to changes in their environment and its effect on their transactions in their environment. O'Neill et al. (2020) found that a key part of adaptation is maintaining continuity between past and present roles, and thus continuity in identity. An important aspect of adaptation is being in close proximity to their previous home to maintain relationships with family and friends, a sense of home and a sense of control which provided a maintained sense of well-being (O'Neill et al., 2020). Additionally, O'Neill et al. (2020) suggested positive adaptation to a new home is linked to older adults' perceived quality of life and ability to establish relationships with others at the home. A major challenge in adapting to a new home is the perceived loss of the individual's home life therefore threatening identity, belonging and sense of self (O'Neill et al., 2020).

Other literature focusing on older adults moving to residential care homes defined transition rather than adaptation. Wareing and Sethares (2021) used Meleis' (2010) definition of transition to describe the personal, social and cultural factors that affect older adults moving into long term care homes. Meleis (2010) defined transition as the way people respond to change over time, such as when they need to adapt to new situations. Kralik et al. (2009) indicated that transition involves psychological processes in adapting to the change experienced by the individual. Meleis et al. (2000) suggested that people may be experiencing multiple transitions at once, and it is important that the individual acknowledges the transitions they are experiencing and take action to engage with their situation. Their engagement and interaction with others can provide a sense of being situated and the confidence to negotiate and master their new way of living while maintaining a sense of self (Meleis et al., 2000). According to Kralik et al. (2009), there

is a challenge to self-identity during the transition process. Križaj et al. (2018) suggested when moving older adults should continue to engage in meaningful occupations, such as leisure activities, to maintain identity. They indicated the importance of relationships to having a successful transition. Kralik et al. (2009) also suggested that transitions can include multiple elements and ongoing events that require adjustment throughout life and is thus an ongoing process rather than an outcome.

Overall, the literature described both adaptation and transition as a continuing process for individuals, with several aspects shaping their experience, including social, cultural, political and historical factors. Thus, adaptation and transition will be used interchangeably in this dissertation to refer to how older adults engage in an ongoing adjustment process while moving to new homes.

#### 1.4.2 Leisure, a form of occupation

Occupations, that is, those activities that occupy and engage us (Cutchin & Dickie, 2012), include both prior and new interests, solitary and group activities as well as indoor and outdoor activities (Petersen & Minnery, 2013). Individuals are able to adapt to different contexts and situations through engaging in meaningful occupations (Aldrich & Cutchin, 2012). According to Reed and Hocking (2013) meaningful occupations help foster a sense of belonging and self-identity. A person's self-concept changes when they are no longer able to perform a certain occupation. Christiansen (1999) defined self-concept as the individual's view of themselves which differs from self-identity because self-identity is the collection of identities that reflect the social roles of that person in society (Terry et al., 1999). In other words, self-concept is how the individual views themselves, but self-identity is how they would be perceived by society. Occupation helps to understand individuals' experience, social development and their well-being (Cutchin & Dickie, 2012).

Leisure is a key form of occupation. Leisure has been defined as a freely chosen activity that produces positive emotions and experiences, such as happiness and enjoyment (Iwasaki et al., 2010). Leisure engagement can provide opportunities for older adults to develop positive relationships with others (Joseph & Southcott, 2019). Leisure has been

researched as a way of bringing satisfaction (Cutchin et al., 2010; Križaj et al., 2018), pleasure and fulfillment (Grant, 2007) and is associated with better health related quality of life (Jenkins et al., 2002). For example, there is evidence that suggests participating in leisure activities such as line dancing (Joseph & Southcott, 2019), scuba diving (Gregory & Dimmock, 2019), and volunteering (Milbourn et al., 2018) relates to improved quality of life for older adults. According to Chang (2017), older adults' levels of stress can decrease if they are receiving social support from leisure pursuits. A plethora of studies have been conducted on leisure and aging, all generally showing that living a life with leisure is beneficial for older adults (Gibson & Singleton, 2012) and that their quality of life increases with time (Nimrod & Shrira, 2016). Gibson and Singleton (2012) discussed several aspects of leisure, including that leisure pursuits can change as people age; health maintenance is a benefit of physical leisure; leisure engagement is linked to the cognitive health of older adults; the value of choice and environment on health; and how leisure can help build a sense of community for older adults transitioning from community settings to long term care settings. Nimrod and Shira (2016) add leisure may become increasingly beneficial across the life course.

### 1.4.3 Identity

When moving to a new home, older adults' identity could be at risk. As noted earlier, personal identity can be considered in relation to one's past, differences and similarities with others, and goals (Kleiber et al., 2011). Identity is further described as the individual's social roles, their potential (what they can become), and values (Christiansen, 1999). Older adults that move away from their neighbourhoods risk losing the identity they had formed in their former social groups (Walker & McNamara, 2013). van Doorene (2018) indicated that older adults living close to their previous support system was a significant factor that supported older adults' adjustment to their new home. However, individuals who have financial constraints may not have the luxury of remaining close to their previous social support system and moving away from these social support systems may threaten their sense of identity (Walker & McNamara, 2013).

An older adult's identity can also be at risk after a move through change in occupations, such as leisure activities. When an individual discusses their occupations, they share aspects that are meaningful to them (Taylor & Kay, 2015). Engaging in occupations reveals how the person constructs their occupied self and demonstrates and how the socially situated identity is formed (Taylor & Kay, 2015). Williams (2002) suggested leisure is a vehicle for expressing identity. Identities can be constructed and negotiated consciously through leisure (Dionigi, 2002). Leisure identity consists of individuals participating in leisure activities that reaffirm their identity or establish a new component of their identity through particular leisure activities (Kuentzel, 2000). Moving to a new home could involve having to give up leisure occupations that older adults performed in their previous homes. This could result in a loss of and therefore a potential change to their identity, as their self-identity is built within their home context (Taylor & Kay, 2015).

#### 1.4.4 Place, as it relates to sense of home

Place, as it relates to sense of home includes both the immediate home environment and its surrounding neighbourhood and community. Building attachment to place is a key contributor to developing a sense of home (Falk et al., 2012). According to Rowles and Bernard (2013), places are locations that have meaning to the individual or group. They are not real in the sense that they are not 'accurate' representations of a location, but instead they are constructions. Similarly, Cresswell (2015) contributed to the notion of place by introducing the concept place memory, suggesting a location has the ability to make the past come to life and contribute to the development of social memory. Furthermore, place consists of social aspects, physical objects and events within a space, and the human meaning or value placed on it (Cresswell, 2015). Individuals can both create and undo change within place, and place is established once there is an emotional attachment to the location (Becker, 2003; Cresswell, 2015). Place also consists of rootedness and authenticity (Cresswell, 2015).

Individuals also have the ability to integrate into place. Cutchin (2001) introduced the concept of place integration, drawn from Dewey's theory on pragmatism. Cutchin (2001)

suggested that the person-place relationship has been demonstrated as dualistic in existing research and that the underlying processes of the person-place relationship are more complex. In essence, the concept of place integration is the multifaceted process of an individual transacting in their environment to develop a sense of place. Cutchin et al. (2003) suggested when an older adult moves homes, they are transacting in a new environment where they can create ties to place. However, how they create ties to place is dependent on the social, cultural, political, physical and historical elements of their environment which shape their transactions and can determine how they integrate into place (Cutchin et al., 2003).

Over periods of time, we construct the places in our life that reinforce our identity. Diaz Moore and Ekerdt (2011) indicated that place is comprised of three elements: people, physical setting, and program; program meaning the socially constructed expectation of a place. The person negotiates the physical setting and the social program within that setting in order to cultivate place and to affirm identity (Diaz Moore & Ekerdt, 2011).

As layers of meaning collect upon one another, the outcome is having a sense of place. Hay (1998) defined sense of place as the feeling of belonging and at-homeness one experiences in a location. Because people are always traveling to new places, Hay suggests that people experience a sense of place over a lifetime, including when they move homes. Rowles (2017) added that having a sense of being in place fosters well being in late life. Rowles and Bernard (2013) used the example of home as an experience of having a sense of place. Houses and apartments gain meaning through a process of living within the building, in which the space is claimed by an individual or group identity (Rowles & Bernard, 2013). Rowles (2017) indicated that individuals are motivated to be one with their environmental context, such as older adults who are interested in creating ties to their new neighbourhood after moving.

## 1.5 Situating the research

In this section I describe the original plan for the study prior to the COVID-19 pandemic. I discuss how I shifted the focus of the study to older adults living in private dwellings in

London. I then discuss my role as a researcher in relation to my participants. Subsequently I discuss the different geographical, socio-cultural, and political-institutional contexts of the study setting.

### 1.5.1 Pre-pandemic plan of research and pandemic plan of research

Before the COVID-19 pandemic took effect in March 2020, I had planned a focused ethnographic study that was to take place in retirement homes in London. Originally, I was planning on using focus groups, participant observation, go along interviews and semi-structured interviews in the retirement homes, asking participants how their leisure related to their move to the home and how place and identity were involved in this process. They were to draw mental maps in the focus groups and we would discuss spaces where they engaged in leisure in their previous home and their new home. Additionally, I had planned to observe participants in spaces where they engaged in leisure in the retirement home. I would have been looking for who older adults interacted with and how they engaged in leisure together in both formal and informal spaces.

In January 2020, I contacted three retirement homes in the community in order to identify study settings. I had two retirement homes that were willing to work with me upon ethics clearance for the study. I did not receive ethics clearance until April 7, 2020, after COVID-19 had taken effect. I reached out to the retirement homes that had agreed to work with me to determine if we could still work together, but they either declined or did not respond. I revised my study to be conducted remotely and received ethics clearance in July 2020. In order to identify new study settings, I contacted all the retirement homes in the community. I asked the retirement home staff if they had a lot of people who have moved in recently to determine if the building would have an adequate number of potential participants for my study. My selection criteria for buildings included having at least 10 older adults aged 65 years or more who have moved into the building within the last year. Due to the pandemic, these buildings were not able to work with me. I reached out to seniors' apartment buildings who either did not return my calls, did not have many new people who had moved into their building or declined to participate. After attempting to contact both retirement homes and seniors' apartment buildings in London,

I decided to recruit older adults moving to any type of home in London and I began to search for ways I could access seniors moving in the community. My methodology and methods for the revised study were similar to the original plan, aside from conducting the study remotely.

### 1.5.2 Situating myself as the researcher

As a social constructivist, my realities help co-create meanings within the research (Lincoln et al., 2018). Following my paradigmatic location, I will describe how my background and experience shaped my research.

I am a 31 year old White woman who rented a home in London, Ontario from September 2017 to June 2020. I held the positionality of a recreation therapist and had my own beliefs in leisure. I have an undergraduate degree from Brock University in Recreation and Leisure Studies, and concomitantly I knew much about leisure theory, therapeutic recreation and the beneficial effects it has for older adults. I approached this research topic with a passion for leisure and was interested in hearing about older adults' leisure engagement and how it may have played a role in their move to a new home. I had assumptions prior to beginning the research:

- 1) Since I had worked as a recreation therapist in various healthcare and community settings and had seen many older adults transition to a new home in assisted living, I came to this research with the assumption that leisure would help their transition to a new home. I did not expect their leisure engagement to be heavily influenced by the social environment.
- 2) I also came to the research with the assumption that the older adults may have different understandings and attitudes towards leisure than me.

### 1.5.3 Geographic and demographic context of London, ON

London is a metropolitan area surrounded by rural areas located between Toronto and Windsor, Ontario and is 2662.40 km<sup>2</sup> (Figure 1). London's central metropolitan areas include Saint Thomas, Strathroy-Caradoc, Middlesex centre, Thames centre, Central

Elgin, Southwold, and Adelaide-Metcalf (Statistics Canada, 2016b). London is comprised of different communities including Central London/Downtown, North East, North West, South East, and South West London (Age-Friendly London Network, 2016). Buildings in London are older in the centre/downtown core and more newly built in the north and south sides. The highest population of older adults is in the southwestern part of the city where there is the greatest number of housing options (Age-Friendly London Network, 2016). As of the 2016 Census, the population of London is 494,069 people, with 17.1% of the population over the age of 65 (Statistics Canada, 2016b). According to the Age-Friendly London Network (2016), between 2011 and 2036, London's older adult population will increase by 7.8% (14.7 to 22.5%). In London, the proportion of the population who are over 65 differs in each neighbourhood; it is 9-14 % in Central/Downtown neighbourhoods, 10-21% in North neighbourhoods, 7-26% in Northwest neighbourhoods, 5-18% in Southeast, and <1-48% in Southwest (City of London, 2020). A greater proportion of older adults own their home (69.1%) than rent (30.9%; Age Friendly London Network, 2016).

A majority of the participants in the current study lived in southwest London, and concomitantly engaged in leisure in those areas. They lived in Westmount, Oakridge, Hyde Park, Medway and Riverbend. These neighbourhoods are mainly residential with parks, community centers and outdoor pools (Neighbour Good London, 2019). Some of the neighbourhoods also had other amenities, such as Westmount neighbourhood which has a mall that includes a transit hub and center for shopping and community services (Neighbour Good London, 2019). Additionally, Oakridge neighbourhood has a golf course, which was a leisure space frequently visited by several participants.

#### 1.5.4 Socio-cultural context of London

Most older adults in London are married or common law (61%) and 29% live alone (Age-Friendly London, 2018; Statistics Canada, 2016b). In London, most older adults speak English (74%), a small portion speak French (2%) and 23% speak another language (Age-Friendly London, 2018; Statistics Canada, 2016b). Additionally, 25.5% of

the immigrant population in London are older adults (Age-Friendly London, 2018; Statistics Canada, 2016b).

### 1.5.5 Political-institutional context of London

The City of London has worked to make the city safe and accessible for seniors living in the city. For example, London has a network that consists of working groups that focus on developing the city to make it more age friendly, such as outdoor spaces and buildings, transportation, housing, social participation, respect and social inclusion, employment and volunteerism, communication and information, and community support and health services (City of London, 2020). These working groups also created resources available online for seniors to access on the City of London's website, including a guide to recreation and leisure opportunities, a guide to transportation, and a guide to seniors' housing. These resources assist in providing opportunities for older adults moving to the city to become acquainted with their neighbourhood and community. The city also supports other groups that focus on neighbourhoods directly, such as Neighbour Good London (2019). Leisure opportunities are offered by a variety of organizations in the city.

Older adults living in London also face a variety of barriers in daily life. There are institutional barriers related to transportation, housing and social inclusion. Age-Friendly London (2018) has been working with older adults to address these issues, such as improving accessibility of public transit by adding benches. They have also worked on raising awareness for housing options that are available to older adults to help them to age in place.

### 1.5.6 Physical wellness opportunities in London

London offers several opportunities for seniors to participate in physical exercise. The Canadian Centre of Activity and Aging (2022) is located at Western University and offers several exercise classes to older adults. Other wellness resources that are offered to seniors in London include programs offered through senior centres or the Boys and Girls Club of London (2022). London also has many gyms including the YMCA which offers exercise classes and has a swimming pool. There are many golf courses located around

London, including the Thames Valley golf course, Sunningdale golf course, and Highland golf course (City of London, 2022a). There are plenty of walking trails and parks with benches around London (City of London, 2022a). Although there are many opportunities for physical wellness, London still has work to do to make outdoor spaces more age friendly. Age-Friendly London (2018) has been working to address these issues by adding upgrades to trails and parks.

### 1.5.7 Social opportunities in London

London offers many social clubs, including those primarily for newcomers. The available social clubs offer several different types of leisure programs including games, knitting, crafts, group exercise (Boys and Girls Club of London, 2022; City of London, 2022a), movie nights, book clubs, walking groups, and monthly lunch and dinner groups. London also offers a variety of volunteer opportunities with different organizations that work with different populations in settings such as churches, food banks, and schools (Volunteer London, 2022). Although there are many opportunities for older adults to engage in social recreation programs in London, ageism still exists within the community. Age-Friendly London (2018) has worked to combat ageism by reframing how older adults are portrayed and celebrate their contributions to the community. One of the strategies they implemented was providing anti-ageism education to high school students.

### 1.5.8 The Ontario context of COVID-19

The COVID-19 pandemic has had a global impact, particularly affecting older adults and their ability to engage in social activities and maintain social connection (Löfgren et al., 2021). In Ontario, Canada, where this study was conducted, the government enforced several public health measures such as a ‘lockdown’ of community amenities and limited the number of individuals who could be in your ‘social bubble’, restricting older adults from engaging in leisure activities with others (Government of Ontario, 2020).

Throughout the pandemic the rules changed, including the closure or limited capacity of stores or businesses (Government of Ontario, 2020). At times, restaurants or coffee shops offered take out service only, removing the ability to socially interact. Older adults had to

be willing to adapt to maintain connectivity, such as learning how to use technology (Lopez et al., 2021) and making the effort to reach out to others while obeying the social distancing regulations. The COVID-19 pandemic also added an extra layer of adjustment for those moving to new homes.

## 1.6 Plan of presentation

This thesis is presented in an integrated manuscript style consisting of six chapters. Chapters one to three were written to expand my conceptual, theoretical and methodological knowledge within the field of health and aging with the overall goal of informing and shaping my research study. My first chapters helped to expand my conceptual knowledge on leisure, identity and place and how the concepts were related to older adults moving to new homes. This helped to shape my research question and guide my study. In chapter 1 I introduced the thesis, describing my research aim and study significance. This chapter provided context of moving to the city of London and social and leisure opportunities the city has to offer. I also discussed my relationship to my research topic.

Chapter two was a scoping review that explored leisure's relation to older adults moving to new homes, including how the environment was involved in shaping their leisure engagement. The scoping review provided evidence of how older adults have used leisure to adapt to new homes and how they were able to maintain identity during this process. The scoping review also revealed the barriers and facilitators to leisure engagement in the social, institutional and physical environment within new homes.

In chapter three I discussed the methods and methodology used in my study. Specifically, I outlined the ontological and epistemological location of this study within a constructivist paradigm. I explained how I adapted the methodology to accommodate the social distancing regulations related to COVID-19, and describe the processes I used to recruit participants, and collect and analyze data throughout the study.

Chapters four and five discussed the empirical findings of this study. Specifically, chapter four focused on how older adults used leisure to adapt to their new home and other

transitions they may have been experiencing during the COVID-19 pandemic. Chapter five discussed how older adults negotiated place through leisure engagement after moving to new homes. The older adults engaged in leisure which shaped their social spaces and mutually the social spaces shaped their leisure engagement.

The final chapter provided a synthesis of findings and theoretical insights gained during this research. Study implications for policymakers, practitioners and researchers were discussed. Additionally, strengths and limitations of the study were addressed, as well as directions for future research. My personal reflections on the research process were also revealed followed by concluding remarks.

Each of the chapters presented in this thesis, with the exception of chapter one, three, and six, are manuscripts prepared for publication. These papers are either in press, under review, or will be submitted for publication in a peer-reviewed journal. See Table 1 for a full description of manuscript topics and their current publication status.

**Table 1.** *Description of manuscript topics and publication status*

<b>Chapter</b>	<b>Manuscript Title</b>	<b>Journal</b>	<b>Status</b>
1	Introduction	N/A	
2	Leisure's relation to older adults moving to new homes	Journal of Leisure Research	Published
3	Methodology	N/A	
4	The role of leisure in older adults adapting to new homes and experiencing other transitions during a pandemic	Leisure Sciences	Under review
5	Negotiating social spaces through leisure engagement for older adults moving to new homes	Journal of Aging and Environment	Under review

6	Discussion	N/A	
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## 1.7 Conclusion

This chapter began with an overview on older adults and their housing needs in Canada, and how leisure could assist with the transition process. I then discussed the research aim of why we need to take a deeper look at older adults moving to private dwellings and how leisure can help to create a sense of place. I defined the key concepts used in this study including adaptation, transition, leisure, identity and place. I discussed how I situated the research and myself as the researcher. I then described the geographical, demographic, socio-cultural and political institutional context of London and the physical wellness and social opportunities available within the city. Lastly, I discussed what life was like moving during COVID-19 and how this could impact leisure engagement for older adults.

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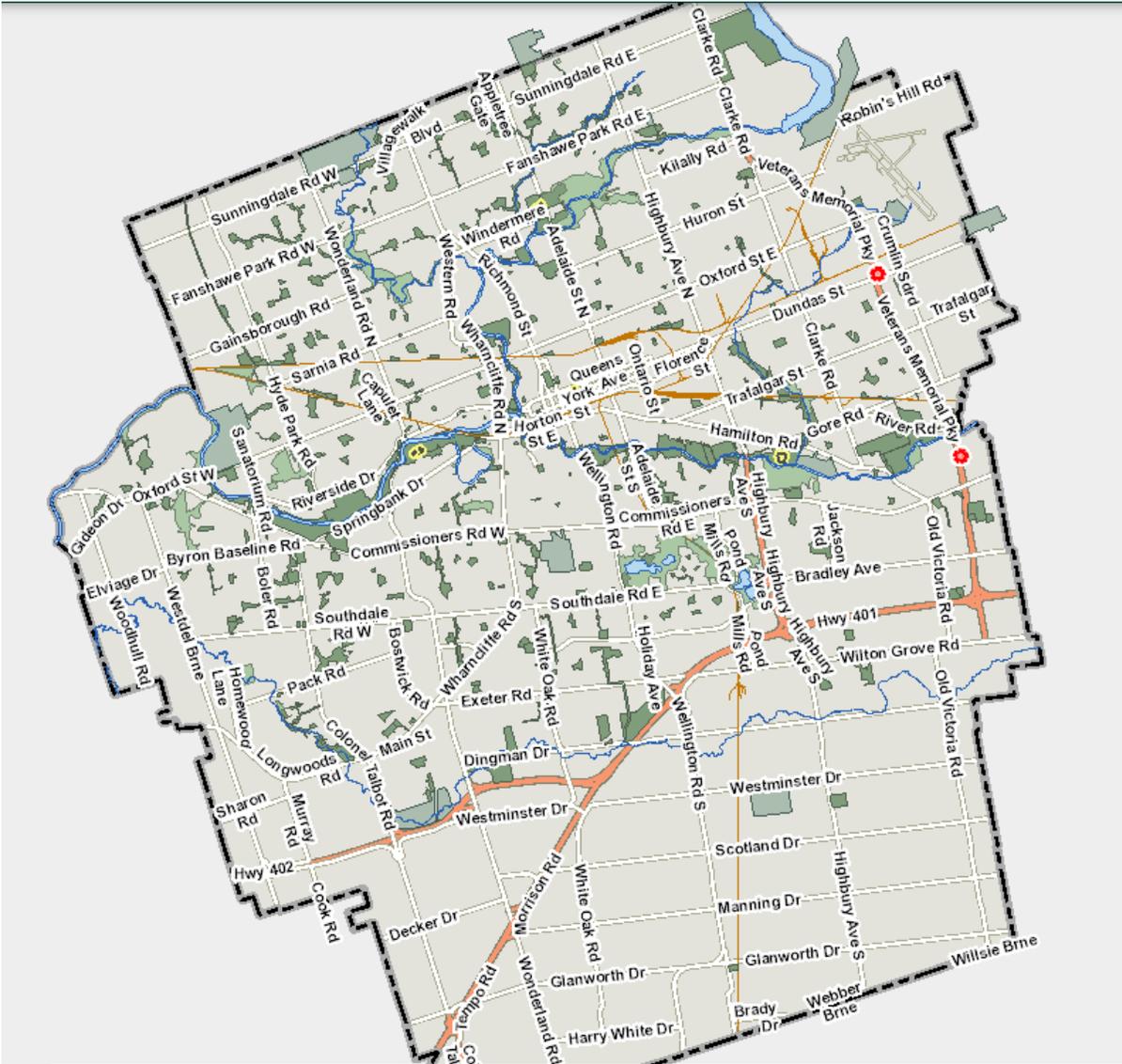
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Figure 1. *Map of London, Ontario*



(City of London, 2022b).

## Chapter 2

### 2 Leisure's relation to older adults adapting to new homes: A scoping review

#### 2.1 Introduction

As our population ages, and experiences health complexities, there will be increasing need for various housing options. In 2019, approximately 16.5% of the United States population was 65 years old or over and is expected to rise to 22% by 2050 (Duffin, 2020). Similarly, older adults aged 65 and older are expected increase to 20.0% of Canada's population by 2024 (Statistics Canada, 2015) and are likely to require more health, social and community care services as they age (Sinha, 2012). Almost seven percent of older adults living in the United States require personal care including meal preparation, transportation, and assistance with personal grooming (Statista Research Department, 2020). As older adults' conditions grow more complex, they will require more suitable housing options, such as long term care or retirement home (Garner et al., 2018; Statista Research Department, 2020). Adjusting to a new home involves developing new activity patterns, maintaining identity, building social networks, and establishing a sense of home, all of which can be challenging after a move. Leisure has been linked to adjusting to these changes; in fact, collective dwelling facilities such as retirement homes often offer leisure activities as a way of enhancing quality of life and satisfaction with the new home (Rosenkoetter et al., 2016). To support research and practice in this area, the current review synthesizes literature regarding leisure's role in the transition into new homes.

##### 2.1.1 Experiences moving to a new home

When older adults move homes, they may have a range of experiences as they negotiate and adapt to the new environment. In the literature, concomitant with relocating to a new home is accepting the loss of their previous home. Older adults can find it difficult to establish and maintain how they do activities in their residential complex due to a sense of loss in relation to the previous home (van Doorene, 2018). Older adults also experience loss relating to space and occupations when moving homes (Petersen & Minnery, 2013). Occupations are a form

of action; what individuals do to occupy their time or engage in activities based on their interests, attention or expectations (Cutchin & Dickie, 2012), such as leisure activities. Johnson and Bibbo (2014) added that some participants felt loss while moving to a new home because they were forced to leave their possessions behind ‘at home’.

Another challenge of relocating to a new home is adapting to the rules and ways of doing in the new home. Older adults living in a nursing home may feel over-regulated, as one study participant jokingly referred to the setting as living in ‘maximum security’ (van Doorene, 2018). Older adults have discussed the rules and restrictions within a residential complex and viewed themselves as lacking power to make decisions and plans, and as recipients of the complex’s management decisions (Petersen & Minnery, 2013; van Doorene, 2018).

A further challenge in moving to a new home can be developing a sense of home. Studies have shown that older adults who had positive experiences in the new residence, such as through relationships, interactions and activities, felt it was their home, and others who had a less positive experience did not (Petersen & Minnery, 2013; van Doorene, 2018; Mulry, 2012). Petersen and Minnery (2013) suggested that sense of home is linked to domestic space, and that residential facilities should aim to make their spaces ‘home-like’, where older adults can exercise control.

The literature also shows that moving to a new home can also affect an older adult’s independence. Some older adults who moved to a Continuing Care Retirement Community (CCRC) thought it would help them maintain an active and independent life (Omoto & Aldrich, 2006), and valued the choice to participate in activities if they desired (van Doorene, 2018). For some, living in a complex represented independence because they were living on their own and not with family (Petersen & Minnery, 2013). Petersen and Minnery (2013) further reported that some older adults had a negative view of the complex, stating that it did not meet their psychological needs and the community life did not offer enough support for older adults, such as helping to maintain relationships to the external community or providing space to participate in valued occupations. Additionally, Heliker and Scholler Jaquish (2006)

suggested older adults fear loss of autonomy when moving into long term care due to possible physical and cognitive decline.

As older adults move to new homes, they may be integrated within a new community which could lead to developing a sense of community, that is, the meaning and role of the community to the individual (Evans, 2009). Social interaction, having common interests with others, developing friendships and the structural environment all impact older adults' sense of community in new homes (Evans, 2009). According to Evans (2009), the built environment strongly influenced social interaction between older adults and was the most important factor to having a sense of community. Evans' study, however, showed the potential for exclusion within communities. Older adults who lived in a village housing model perceived the village to be a successful community, while at the same time reporting that they would not mix with people from different types of housing. Some older adults indicated that life outside the complex was isolating, and life inside the complex was "associated with good and interesting people". (Petersen & Minnery, 2013, p. 829). Whether older adults felt like they belonged to their external community was linked to whether the space affirmed both past and future expectations of their life and provided routine involving valued relationships, activities and social responsibility (Petersen & Minnery, 2013).

As older adults move into new homes, they will often experience a change in relationships, creating new relationships within the apartment building and attempting to maintain external relationships (Dupuis-Blanchard et al., 2009). Mulry (2012) found that older adults may lose their role as a friend when moving to their new home. Some older adults may see a new residential complex as a place of strangers, a space representing separation from family and the wider community (Petersen & Minnery, 2013). Older adults may have a difficult time creating new relationships within a new residence (Petersen & Minnery, 2013). Further, older adults transitioning to new homes who are able to maintain social ties and networks outside their residential complex still require social connections within the residential complex for well-being and support (Dupuis-Blanchard et al., 2009).

Older adults appear to seek different types of relationships in their building or village that could help them adapt to new homes. Dupuis-Blanchard et al. (2009) discussed connections

older adults found in a seniors' apartment building, including connections that provided feelings of security, casual interactions, support and friendships. Some older adults wanted to help others, to "give back" but did not consider the people they helped to be friends. Few older adults in this study reported meaningful friendships and instead sought other connections that met personal needs (Dupuis-Blanchard et al., 2009). Evans (2009) found the different types of relationships among residents of a village-type setting included casual friendships between residents of different types of housing while more established friendships were among people living in the same types of housing.

Some studies suggested that maintaining connections from their previous home helped older adults to adapt to their new home (Falk et al., 2012; van Doorene, 2018). In van Doorene's (2018) study, participants stressed the importance of maintaining interests and relationships outside of the retirement village, such as connection with a church, and perceived these relationships as a bridge between their lives before and after the move. Similarly, Falk et al. (2012) described participants bridging the gap between the past and present by creating attachment beyond the institution through maintaining memberships and attending activities outside the new home. Dupuis-Blanchard et al. (2009) found that new tenants of a seniors' residence had outside connections but these faded with time as the older adults built more connections within the building. Omoto and Aldrich (2006) indicated that negotiating involvement in a CCRC was more complicated for older adults who were also active in the broader community when they moved and were challenged with finding a balance between being actively involved in the CCRC and not feeling overwhelmed.

### 2.1.2 Leisure within the transition to new homes

Leisure is implicated in much of the literature regarding older adults' experiences of moving to new homes and may play a key role in adaptation to new homes, such as helping to maintain and build new social connections. Leisure has been defined as a freely chosen activity that produces positive emotions and experiences, such as happiness and enjoyment (Iwasaki et al., 2010) and is beneficial for older adults, such as maintaining physical and cognitive health (Nimrod & Shrira, 2016). Leisure has been shown to play a key role in later life and has helped older adults to adapt to other difficult transitions in life, such as

widowhood, retirement, or health decline (Gibson & Singleton, 2012; Nimrod & Shrira, 2016). Leisure could assist with some of the challenges associated with moving, such as coping with loss. Janke et al. (2008) indicated the loss of a spouse often leads to increased leisure engagement with family and friends. When moving to a new home, older adults may experience a loss of daily routine (Križaj et al., 2018), a loss of autonomy, and loss of health through illness (Shaw et al., 2016) which could influence their leisure engagement. These transitions can affect older adults' stress levels and can impact how they perceive and participate in leisure (Gibson & Singleton, 2012; Nimrod & Shrira, 2016). A key approach to coping with the loss experienced when moving homes could be engaging in leisure with social contacts. Leisure engagement can provide opportunities for older adults to develop positive relationships with others (Joseph & Southcott, 2019). According to Chang (2017), older adults' levels of stress can decrease if they are receiving social support from leisure pursuits.

Moving to new homes is stressful and can be challenging for older adults to adapt to this significant change. Some older adults experience a sense of loss and struggle to adapt to the rules of the home when they move, which can affect their independence and developing a sense of home. However, engaging in leisure can help older adults to make connections when moving homes, allowing them to develop a sense of belonging and a sense of home. While no prior reviews have examined this topic, reviewing and synthesizing this literature could reveal the value that leisure has had for older adults moving to new homes, if it is related to their adaptation process, and how. Thus, the purpose of this scoping review was to synthesize literature regarding leisure's relation to older adults' adaptation to new homes.

## 2.2 Methods

A scoping review was the most appropriate search method for this review due to the broad and exploratory nature of the research question (Tricco et al., 2018). We applied Arskey and O'Malley's (2005) scoping review procedure in conjunction with Levac et al.'s (2010) refined scoping review framework. The scoping review was also guided using Tricco et al.'s

(2018) PRISMA extension for scoping reviews to enhance the reporting quality of this review.

Arksey and O'Malley's (2005) procedure consists of five stages with an optional sixth stage: identifying the research question, identifying relevant studies, selecting studies, charting the data, collating, summarizing, and reporting the results, and consulting stakeholders to add alternative perspectives and meaning to the scoping review. This review involved stages one to five only.

### 2.2.1 Stage one: Identifying the research question

The research question was designed to be broad (Arksey & O'Malley, 2005) but also clearly articulated to guide the scope of inquiry (Levac et al., 2010). The research question for this study is "how does leisure relate to older adults adapting to new homes?"

### 2.2.2 Stage two: Identifying relevant studies

After identifying the research question, the first and second author collaborated to develop a search string for the study (see Table 2). Keywords developed for three key concepts (older adults, leisure, and moving to new homes) were combined using the AND function in all databases. The authors chose specific databases that were likely to contain articles related to leisure and older adults moving to new homes. The databases searched included PsycINFO (ProQuest), Sociological Abstracts (ProQuest), CINAHL, EMBASE (Ovid), PubMed/MEDLINE (Ovid), and Scopus. The Scopus search was limited to the following disciplines as they were most likely to include articles relevant to this search: social sciences, health professionals, nursing, arts and humanities, multidisciplinary, environmental sciences and decisions sciences, psychology, and medicine. The subject headings 'housing for the elderly' and 'aging' were added to searches in select databases that would possibly yield more relevant results. This was an iterative process that led to revising the search strategy to ensure all relevant articles were captured. After some trials runs through the databases, some key words were altered to reduce the number of irrelevant results (e.g. leisure and social activities were searched in the same category rather than separately). The search was

conducted March-April 2019. After the initial search, the first author noticed that the search did not identify some articles that she had previously identified as eligible for inclusion. The abstracts of the missing articles were analyzed to find search terms to further collect relevant articles. The search term that was needed to find more articles was ‘occupation’. The first author reran the searches in May 2020, combining articles with ‘occupation’ in the title with concepts 1 and 3, to assist in identifying articles regarding meaningful occupations, often including leisure, in the relocation to new homes. The selection process for this second search mirrored that of the first search.

### 2.2.3 Stage three: Selecting studies

The inclusion criteria were as follows: peer-reviewed articles discussing leisure in relation to older adults moving to new homes written in English and published from 2000-2020 inclusive. Additional inclusion criteria for each article included:

- having a strong focus on leisure activities, social activities or recreation
- having a strong focus on the relocation process, for example, how participants adapted to their new home, within any timeframe.
- having a focus on older adults

Articles were excluded if the transition process was different than moving from one separate home to the next. For example, moving from the hospital back to their original home or moving to a new home within the same facility (i.e. from the retirement home side to the long-term care home side of the building). Articles that focused on immigration were excluded because of the different transition they would experience compared to people moving to new homes in the same country.

As suggested by Levac et al. (2010), the first author and a second reviewer screened the titles and abstracts of the articles collected from the databases using the exclusion and inclusion criteria and then reviewed the full text of each article to determine eligibility for inclusion. The reviewers met regularly to discuss challenges and uncertainties that they experienced while reviewing articles, including disagreements on whether the articles met the inclusion

criteria. The second author assisted as a third reviewer if the first author and second reviewer continued to disagree on an article. These discussions helped to refine selection criteria.

#### 2.2.4 Stage four: Charting the data

The first author charted the data into an excel spreadsheet following Arksey and O'Malley (2005) and included each article's participant demographics, aims of study, methodology, key methods, type of home participants moved to, how recently they moved, and key findings regarding how leisure was involved in their move in order to provide a narrative account of the findings. Additionally, as suggested by Levac et al. (2010), charting the data was an iterative process. Both the first and second author charted the first five articles to determine if the data being extracted was consistent with the research question (Levac et al., 2010).

#### 2.2.5 Stage five: Collating, summarizing, and reporting the results

Arksey and O' Malley (2005) recommend using a qualitative content analysis such as thematic analysis to better analysis qualitative data so that it may be presented in a meaningful way. Braun and Clarke's (2006) thematic analysis was used to analyze the data due to the flexibility of developing and conceptualizing themes. Braun and Clarke's (2006) thematic analysis includes six phases: 1) becoming familiar with the data, 2) generating initial codes, 3) developing broad themes, 4) reviewing and refining themes, 5) conceptualizing the themes, 6) writing the findings. Arksey and O'Malley also recommend a method to synthesize the material to be presented in the review. This involves analyzing the process data from the extraction chart and combining it with a qualitative content analysis. Sandelowski et al.'s (2007) integrated synthesis method was used to integrate quantitative and qualitative data for this review. The integrated synthesis assumes that quantitative and qualitative data can address the same research questions and do not need separate analysis or synthesis of findings (Sandelowski et al., 2007). Thus the included studies were grouped for

synthesis according to findings that contained elements of the same phenomenon, regardless of methods used.

The first author reviewed each article several times to better understand how leisure may have aided or hindered adaptation to a new home. In this paper, adaptation is understood as the process of becoming settled into a new environment (Merriam-Webster, 2021), such as a new home. Adaptation could include accepting the new environment and its rules or building new relationships with others. It could also include modifying leisure activities to meet one's own needs in the confines of the home. Analysis focused on the ways leisure seemed to support or pose barriers to adaptation, and the ways in which the new home seemed to support or pose barriers to leisure. The researcher hand-coded each of the articles to develop and organize ideas. Findings from the primary report were analyzed into codes (Herber & Barroso, 2020). These codes were then combined into broader categorizations and then refined and defined into coherent sections. Two authors discussed the codes and broader categorizations to ensure quality (Levac et al., 2010).

## 2.3 Results

### 2.3.1 Overview of selected studies

The initial search identified 3630 articles with 2478 articles left to screen after duplicates were removed. The second search identified 1314 articles; after duplicates were removed, 481 remained. There were unexpected duplicates that came from the second search that included the term 'occupation' due to the overlap of results from the previous search. After title and abstract screening there were 112 articles identified for full text review from the initial search (see Figure 2), and 34 articles from the second search for a total of 146 articles for full text review. Full text review identified 24 articles for inclusion in the study. Descriptions of each article are located in Table 3.

The articles were published from the years 2000-2020 and were approximately equally distributed across these years. There were three types of study designs, qualitative (n = 14), quantitative (n = 8), and mixed methods (n = 2). Qualitative designs most often used

interviews and one study used focus groups. Methodologies included phenomenology (n = 5), general qualitative design (n = 3), grounded theory (n = 2), ethnography, collective case study, case synthesis and narrative. The quantitative studies included four cross-sectional and four longitudinal designs. The cross-sectional designs involved questionnaires, typically participant-completed and with one using interviews to question participants. All three longitudinal designs used pre- and post-move questionnaires. The two mixed methods studies both consisted of cross-sectional surveys and semi-structured interviews.

The studies took place in the United States (n = 10), Canada (n = 3), Australia (n = 2), France (n = 2), Brazil, Denmark, England, New Zealand, Sweden, Switzerland, Taiwan, and The Netherlands. The settings where the older adults moved to varied, for instance, long term care/nursing homes (n = 11), assisted living facilities (n = 5), Continuing Care Retirement Communities (CCRC) (n = 2), co-housing projects, care homes, retirement villages, long term stay institution, residential aged care (RAC) facilities, and independent living communities. Many of these settings had similar amenities and levels of care, with small differences in the building layout or services offered to residents, such as CCRCs, RAC facilities, retirement villages, and care homes. The range of when older adults had moved to new homes was between 0-31.5 years and the majority of studies focused on older adults who had moved on average within 0-5 years (n = 17). Several articles did not disclose the time frame that the older adults had moved to their new home (n = 7).

### 2.3.2 Thematic findings

The thematic findings are presented in two sections. The first presents evidence regarding how leisure is linked to older adults adapting to new homes, with sub-headings regarding health and well-being, sense of continuity in identity, sense of belonging, social connection and acceptance of health issues. The second section describes the ways in which the physical,

institutional and social environments act as facilitators and barriers to leisure participation in older adults moving to new homes.

### 2.3.2.1 Evidence regarding links between leisure and older adults adapting to new homes

The reviewed articles indicate that leisure is linked to older adults adapting to new homes in a number of ways. Some articles found that leisure was linked to adaptation in general. Roberts and Adams (2018) suggest leisure participation is a type of proactive adaptation to their new environment. Lin and Yen (2018) report that among participants who voluntarily moved to a new home, participation in leisure activities is correlated with relocation adjustment. In Altintas et al.'s (2018) study, leisure is correlated with adaptation to nursing homes. Other articles discuss specific aspects of adapting to a new home, including leisure's link to health and well-being, sense of continuity of identity, sense of belonging and acceptance of health issues that will be described below.

### 2.3.2.2 Participation in leisure is linked to health and well-being, helping older adults adapt to their new home.

The reviewed articles suggest that leisure is also linked to health and well-being, including increased happiness, residential and life satisfaction, personal growth and meaning. Participants discuss how leisure provides increased self and life satisfaction (Cutchin et al., 2010 & Grant, 2007) and can lead to feelings of happiness (Minney & Ranzijn, 2016). Egan et al. (2014) suggest continuing with leisure activities post-stroke, and in a new home, helps to improve health. Participants maintain their happiness by ensuring they enjoy small daily pleasures such as having their hair done, watching TV, having a massage or visiting with their families (Minney & Ranzijn, 2016). Others view leisure as an opportunity for personal growth (Cutchin et al., 2010 & Grant, 2007). Michel et al. (2012) discuss older adults creating artifacts using the skills and knowledge they had developed in life and experiencing the similarities in cultural habits among other residents, giving their life meaning. Altintas et

al. (2018) also reports the higher the number and frequency of activities, the higher the adaptation to the nursing home and life satisfaction.

In the reviewed literature, not all data directly address the research question but are still relevant to leisure's link to adapting to new homes. Two articles suggest personal characteristics influence leisure participation after moving, such as motivation (Altintas et al, 2017; Altintas et al., 2018). These articles indicate older adults living in nursing homes with a high level of intrinsic motivation and self-determined external motivation and a low level of amotivation tend to have better participation in activities, satisfaction with life, and better psychological and environmental adaptation to the nursing home. Motivation to participate in leisure may be perceived as self-determination to adjust well to their new home (Altintas et al, 2017; Altintas et al., 2018).

### 2.3.2.3 Participating in leisure pursuits is linked to sense of continuity of identity for older adults adapting to new homes

The reviewed articles suggest that older adults can adapt to their new home by establishing a sense of continuity of identity through leisure participation. Participants in several studies stress the importance of continuing with former activities (Andersen & Runge, 2002) to maintain identity (Van't Leven & Jonsson, 2002), sense of purpose (Grant, 2007; Minney & Ranzijn, 2016), maintain or build confidence, and to strategically adapt to their transition of moving homes (Lin & Yen, 2018). Lin and Yen (2018) indicate those who participate in previously enjoyed leisure activities show better adjustment than those who change their leisure activities after relocation, providing a sense of continuity in identity. Older adults may be motivated to participate in leisure as a way of preserving internal continuity because it is an important component of self-mastery and maintaining control over daily decision making, such as which activities they wish to participate in (Lin & Yen, 2018). Lin and Yen (2018) also suggest that participating in leisure activities for the same amount of time, in a similar place, or with the same people can reinforce external continuity both before and after moving to the new home. It is implied that continuing to participate in leisure activities is a form of maintaining a sense of self as the individual transitions from one home to the next.

Maintaining continuity between past and present leisure roles gives participants a sense of personal identity and self-esteem (Minney & Ranzijn, 2016; Lin & Yen, 2018), and appears to be important to a successful transition (Mulry, 2012). Other participants may try new leisure activities to help adapt in different ways, such as connecting to oneself. One participant in a descriptive writing group demonstrates a sense of self-worth that had possibly been lost or forgotten over time (Brown Wilson et al., 2011), an example of recovering a piece of her identity that was found through leisure.

#### 2.3.2.4 Learning new and rekindling previous leisure skills facilitates sense of belonging and social connection after moving to a new home.

The reviewed articles suggest there is opportunity to connect with others through leisure, assisting with adjustment to a new home. Miller (2017) indicates that some residents adapt well to their new home in institutional living because there is always something exciting to do. In some studies, many participants moved to residential care to be around people (Miller, 2017; Ball et al., 2000), and to maintain and expand valued relationships with family and friends outside the facility (Ball et al., 2000; Brown Wilson et al., 2011), with other residents, and with their formal caregivers (Ball et al., 2000). In some cases, after moving, residents are able to keep close contact with nearby family, but for others, they rely on the social relationships they develop in the home (Ball et al., 2000; Brown Wilson et al., 2011). Structured leisure activities provide the opportunity for activity engagement and social participation and fosters a sense of connection with others (Hersch et al., 2012). Maintaining continuity in leisure engagement in past and current relationships with family and friends helps participants to maintain feelings of social connectedness (Minney & Ranzijn, 2016). Participants may also engage in leisurely communications with family who are geographically close or use email to keep in contact with family overseas, facilitating a sense of social connectedness (Minney & Ranzijn, 2016).

Some authors discuss older adults learning new and rekindling leisure skills that they had prior to moving or in their past life which helps to facilitate a sense of belonging in their new home. In a study about a journal group, many participants highlight the perceived need to

adapt and to learn new leisure skills in order to become part of the community of residents (Brown Wilson et al., 2011). Van't Leven and Jonsson (2002) further demonstrate how participants develop a sense of belonging by connecting to former activities they used to enjoy, such as a morning coffee group or social cooking group. Leisure appears to be an important means of supporting interpersonal interactions and a sense of belonging, to help older adults to feel at home in their new environment.

#### 2.3.2.5 Leisure is linked to acceptance of health issues in older adults adapting to new homes.

The reviewed literature indicates that leisure is linked to accepting change in health in older adults adapting to new homes. These residents find other ways of maintaining their participation in preferred leisure activities, identifying alternative activities that replace past hobbies (Miller, 2017; Mulry, 2012) and expressing gratitude to be able to do what they can (Crenshaw et al., 2001). Most participants accept their health limitations (Miller, 2017) and discuss how leisure helps them cope with their condition (Cutchin et al., 2010; Grant, 2007). For some, part of adapting to their new home and accepting their loss of ability means using leisure to 'keep busy' and to continue to enjoy their lives (Minney & Ranzijn, 2016), by modifying the activities in order to continue participating. Participants gain strength and inspiration from engaging in leisure activities with other residents that also have health limitations (Grant, 2007) which may help them to accept their health limitations and adapt to their new home.

#### 2.3.3 Facilitators and barriers to leisure engagement in the physical, institutional and social environments

The reviewed literature described many barriers and facilitators to leisure engagement in the physical, institutional and social environment of the new home. In the physical environment, the reviewed literature suggested private spaces either facilitated or hindered leisure engagement. For example, private rooms facilitated leisure by allowing participants to have control over interactions, phone calls, activities they offered, and opportunities to create a personal environment (Ball et al., 2000). In the institutional environment, policies and

practices of the institution affected what, where and when participants could participate in leisure activities, which also either facilitated or hindered leisure participation. For instance, one participant used to be a chef and enjoyed cooking for friends and family, but after moving he no longer had access to a kitchen which became a barrier to his leisure activity (Mulry, 2012). However, an institution can also act as a facilitator to leisure by providing residents with transportation to leisure activities when their families are too busy to rely on (Minney & Ranzijn, 2016). In the social environment, establishing new and maintaining previous social circles supported the individuals' leisure participation. A co-housing unit in particular appeared to facilitate residents becoming close with one another through participating in leisure together, such as painting pictures and sports (Andresen & Runge, 2002). However, after moving to an AL facility some residents indicate their new roommates were not peers for leisure engagement (Lin & Yen, 2018) due to some having cognitive and physical limitations (Miller, 2017; Mulry, 2012; Kirchen & Hersch, 2015; Knecht-Sabres et al., 2019; Van't Leven & Jonsson, 2002) or a large age gap (Kirchen & Hersch, 2015). Further details of these findings can be found in Table 4.

## 2.4 Discussion

The findings of this scoping review addressed the ways in which leisure related to older adults adapting to new homes, including the ways in which leisure seemed to support or pose barriers to adaptation and features of the new environment that either facilitated or hindered leisure engagement after moving. The literature indicates that leisure helped older adults maintain identity, health and well-being, build social connections and a sense of belonging, and accept health conditions and help from others after moving homes. The physical, institutional and social environment posed barriers and facilitators to leisure participation, which appear to impact how older adults adapted to their new home.

The findings indicate that leisure engagement is linked to adaptation to new homes by providing a sense of continuity which can contribute to a person maintaining identity. While not focused on seniors moving homes, Williams (2002) indicates people choose places to engage in leisure as a form of expressing identity, which can be linked to a sense of

continuity. He suggests the autonomy associated with leisure provides the freedom to construct our identities, allowing a sense of continuity in a new place. There are institutional practices that support identity and continuity, by offering activities that allow them to continue with meaningful roles (Egan et al 2014), values (Grant, 2007; Michel et al., 2012; Miller, 2017) and autonomy (Grant, 2007). One of the reviewed articles indicates that the facility fosters resident autonomy, suggesting that although residents were aware that the building was owned and operated by someone else, they took responsibility to provide leisure for others in the home, providing self-fulfillment, compatible with the continuing identity of an independent individual (Grant, 2007). Developing a sense of place in a new home can also contribute to a person maintaining identity. Cutchin (2004) discusses continuing with identity in his concept of place integration. Place integration is a person's relationship to the environment, involving continuity of person and place (Cutchin, 2004) and can include maintaining a sense of continuity of identity through leisure engagement in place after moving to a new home. Integration into place can feel like a sense of connection or relating to their environment (Cutchin, 2004). The reviewed studies revealed the physical environment can play a role in helping older adults attain a sense of continuity of identity, through places to engage in leisure. Physical space is important for leisure engagement because it provides the individual the space to continue to be who they are and engage in activities that resonate with them. Physical objects were another component of the physical environment that were linked to facilitating leisure engagement in place. Objects represented social or leisure participation (Miller, 2017) or family roles (Cipriani et al., 2009) and could serve as memory anchors and prevent identity loss (Michel et al., 2012) in their new environment.

The review findings demonstrated that although a residential institution can foster leisure engagement, it can also pose a barrier through power and authority. Williams (2002) suggests meanings ascribed and what belongs to a place are often invoked to assert power and authority over place. The findings of this review provide examples of the power and authority that an institution may have over the places of a given setting and suggest that older adults need to establish the residence as their place. Williams (2002) argues that sense of place is a social construction perpetuated by a group with a certain interest. The review

findings suggest residential facilities have power over the leisure pursuits that can take place and enforce formal and informal rules regarding what activities are allowed and where residents can engage in them. For instance, some of the facilities had rules or regulations that limited the residents' use of activities, services, and/or equipment, such as use of a kitchen to cook for friends and family (Crenshaw et al., 2001; Knecht-Sabres et al., 2019; Miller, 2017; Mulry, 2012). Competing senses of place in relation to leisure engagement can cause conflict and affect older adults' ability to adapt to their new home.

The reviewed studies indicate that having a sense of belonging while pursuing leisure helps older adults to continue with their identity in their new setting. Cutchin's (2004) concept of place integration can also relate, because as older adults integrate into their new place, they are able to feel a sense of belonging which contributes to their continuity of identity. Older adults living in institutional settings interact with their environment by joining groups that are of interest to them and can encounter valued social interactions providing them with a sense of belonging, reaffirmations of one's identity and connection to place. AL facilities can foster a sense of belonging and continuity of identity, possibly assisting with the transition to a new home. However, there is a risk that older adults may not integrate into place because socially relational differences make it challenging to relate to others, for example, having different socioeconomic statuses. Additionally, sense of belonging may be threatened if the older adults do not share interests with anyone else in the home, risking isolation and losing sense of self. For example, Knecht-Sabres et al. (2020) indicated that those who did not have social support faced isolation as a barrier to engagement and felt limited to solitary games.

While few reviewed studies addressed cultural differences, it may be difficult to achieve continuity of identity through leisure when the older adult's culture is different from the culture experienced in a new home. Leisure in a particular setting is predicated on norms, practices, and unspoken rules that may be unfamiliar or undesirable to older adults who come from a different culture. Opportunities could be offered that align with residents' culture, such as meals (Van't Leven & Jonsson (2002) and leisure activities.

The reviewed articles showed that engaging in leisure-like chores shape leisure experiences for older adults adapting to new homes. In the reviewed literature, leisure within co-housing

includes resident participation in ‘chores’ they enjoy doing (Andresen & Runge, 2002). These leisure-chores provide a different experience adapting to a new home than for those moving to AL facilities. AL facilities typically remove participants’ home-related responsibilities when they move in and allow more time for finding meaning through relationships and engaging in leisure activities compared to those living in co-housing.

Some findings in the reviewed literature suggest that older adults’ cognitive or physical limitations lead to decreased, or lack of, participation in leisure. In contrast, our analysis points to a lack of supports to leisure in many cases. As noted in Table 3, several studies pointed to a lack of staff support for personal care (e.g., bathroom breaks), transportation to and from leisure activities, poor communication of available activities and requested changes to leisure activities, and a lack of activities adapted for physical or cognitive limitations. Such findings suggest the homes did not provide appropriate activities or supports to enable participants to engage in leisure. However, in some instances the institution provided supports for leisure engagement to help older adults cope with limitations, such as having staff or volunteers modify the activities (Knecht-Sabres et al., 2020; Miller, 2017). Some institutions provide residents choice and control over leisure activities, leading to feelings of autonomy (Ball et al., 2010; Grant, 2007). A sense of security or feelings of belonging could be enhanced by staff developing programs with multiple modes of adaptability for inclusivity. For example, retirement homes could recruit volunteers to assist with transportation to and from leisure activities to help provide quality programming to residents and aid the staff who need to keep rigid schedules.

#### 2.4.1 Limitations of review

There are limitations to this scoping review that may affect the findings and conclusions. Although two reviewers reviewed titles and abstracts to decide which articles would have a focus on leisure and moving, it is possible that some articles may have been missed. Another limitation is the lack of consultation with key stakeholders, which could have provided

additional interpretations and information about applicability of the scoping review findings (Levac et al., 2010).

#### 2.4.2 Research gaps and future directions

The included articles discussed CCRCs, nursing homes, AL facilities and co-housing units, but no articles discussed older adults moving to new homes in non-retirement communities, such as apartment buildings, stand alone homes, and townhouses. It may be helpful to understand how the experience differs for those moving from one community to the next, the benefits or challenges that may accompany the move and how older adults adapt to all types of homes.

A strength of the reviewed literature was having several articles from different countries. However, there was a paucity of discussion regarding different populations of older adults moving to new homes, such as older adults who speak different languages or from diverse cultures. Future research could take into consideration how factors such as culture, language and religion affect older adults' leisure choices and their adaptation to new homes.

A further strength in the reviewed literature was application of both quantitative and qualitative approaches to understand leisure's relation to older adults moving to new homes. The collection of different types of data is beneficial for better understanding the transition. For example, there were several studies that used pre and post move questionnaires, and some that focused on activities and how they might have changed after moving to a new home. Cutchin et al. (2010) focused on activities that participants did both pre and post move and how it may have impacted their quality of life, which was able to reveal the frequency of activities and how it may have affected their transition. However, quantitative methods are limited in their ability to explain the nuances in the transition, such as institutional policies and their affect on leisure activities. Qualitative methods were beneficial for providing detailed examples of pursuing leisure activities in new homes, such as the participant who loved cooking but did not have access to a kitchen (Mulry, 2012). However, few qualitative studies focused on the context of the transition, a key component to understanding leisure's relation. Incorporating methods that access context, such as participant observation, could

help to further explore leisure's relation to adaptation to new homes for older adults. One article (Michel et al., 2012) used ethnography to determine older adults' experiences of moving to new homes, and revealed key findings about context, such as the social, political, institutional, historical, and cultural environments that could influence their transition. It is possible that further exploring the context of moving to a new home can determine the factors that affect leisure in the transition to a new home. Context is comprised of several dimensions of the environment that may be challenging to uncover through interviews and focus groups. It may be beneficial for future research to use spatial methods such as observation, mental maps, or time-space activity diaries to understand the context of moving to a new home and how leisure may be involved in this transition.

More research is needed to further explore participants' leisure over time, with data collection before and shortly after the move, and details about timing of data collection post-move. It would be beneficial to further explore older adults' leisure before and after their move to navigate the nuances in the transition.

## 2.5 Conclusion

The findings in this scoping review suggest leisure is linked to older adults adapting to new homes and that the new environment contains facilitators and barriers to their leisure engagement. This review identified that leisure is related to adaptation through health and well-being, developing a sense of belonging, continuity of identity and acceptance of health issues. This review also discussed the physical, institutional, and social environments and factors that support or hinder older adults' leisure when they move homes. Thus, this scoping review contributes to the literature on leisure's inter-relationships with sense of home and identity of older adults moving to new homes. This review also has implications for practitioners, residence planners and policy makers interested in creating leisure opportunities and strategies for maintaining social networks for older adults moving to new environments. Future research could focus on how older adults experience moving communities and the benefits or challenges that may affect how they choose their leisure and adapt to all types of homes, including the impact of culture, language and religion. Future

research could also consider using methods that access the context of moving to new homes and how leisure may be involved in this transition, such as observation, mental maps, or time-space activity diaries. These spatial and temporal methods would be beneficial to further explore older adults' leisure before and after their move to better understand their transition.

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**Table 2.** *Search terms for scoping review*

<b>Concept</b>	<b>Keywords <sup>a</sup></b>	<b>Subject Headings <sup>b</sup></b>
1	“older adult*” OR aging OR ageing OR elder* OR senior* OR retiree OR “older women” OR “older men”	‘Housing for the elderly’ and ‘Aging’
2	Leisure OR “Leisure Activities” OR “Social Activities” OR recreation OR “occupation” (in title or abstract only)	
3	moving OR home OR “Housing for the elderly” OR Housing OR Relocation OR Relocating OR Relocate OR Transition	

<sup>a</sup>searched in all databases

<sup>b</sup>searched in EMBASE, PubMed/MEDLINE, CINAHL only; Scopus, PsycINFO and Sociological Abstracts do not contain subject headings.

**Table 3.** *Description of reviewed articles*

<b>Article Code</b>	<b>Author (year)</b>	<b>Title</b>	<b>Aim of Study</b>	<b>Participant Characteristics</b>	<b>Study Design/Data Collection/Analysis</b>	<b>Setting/Where they Moved to</b>	<b>How recently they moved</b>
1	Altintas et al. (2017)	Adaptation to nursing home: The role of leisure activities in light of motivation and relatedness	To explore the relationship between relatedness, motivation, adaptation and leisure among in nursing homes residents	112 participants (92 F, 20 M)  Age range: 65-99 years (Mean = 84)	Quantitative cross-sectional survey, questionnaire addressing frequency of participation in leisure activities, perception of relatedness to others, self-determined motivation for leisure, and adaptation to nursing homes. Correlations, structural equation modelling	Several nursing homes in northern France (number not disclosed)	4.6 years
2	Altintas et al. (2018)	Leisure activities and motivational profiles in adaptation to nursing homes	To examine the relationship between leisure activities, motivation and adjustment to institutional living of older adults	113 participants (93 F, 20 M), Age range 65-99 years (M = 84)	Quantitative cross-sectional survey, questionnaire addressing number of leisure activities engaged in, frequency of participation in leisure activities,	Several nursing homes in northern France (number not disclosed)	mean of 41.7 months

			residing in nursing homes.		adaptation to nursing homes, self-determined motivation in five life areas, and life satisfaction. Descriptive statistics, MANOVA and one way ANOVA		
3	Andresen & Runge (2002)	Co-housing for seniors experienced as an occupational generative environment	To identify and explore how older adults living in co-housing for seniors experience occupational choices and performance from a health promotion and disease prevention perspective	18 participants (10 F, 8 M), Age range: 55-80 years	Qualitative approach, three focus groups, semi-structured interview guide used for focus groups, phenomenological analysis	3 co-housing projects located in Denmark. They consist of 15-20 houses in a circle with a common house and a garden in the center.	1.5-2 years
4	Ball et al. (2000)	Quality of life in assisted living facilities: Viewpoints of residents	To determine residents' perceptions on quality of life in assisted living facilities in Georgia	55 participants (49 F, 6 M), Age range: 65-97 years	General qualitative design, structured interviews (open and closed questions) and environmental assessment, grounded theory	17 assisted living facilities in Atlanta Georgia, USA	1 month-3 years, avg. slightly more than a year

			To explore how residents of assisted living facilities define quality of life and the domains of quality of life that are most meaningful to residents.		approach to analysis of qualitative data.		
5	Brown Wilson et al. (2011)	The best care is like the sunshine: Accessing older people's experiences of living in care homes through creative writing	To explore creative writing as a meaningful activity in a LTC home and to support older adults in sharing their experiences after moving.	8 participants, all female, Age range: 80-90 years	Qualitative using a narrative approach, thematic analysis of participants' writings, generated in a creative writing workshop	A care home in England	Not disclosed
6	Cipriani et al. (2009)	Understanding object attachment and meaning for nursing home residents: An exploratory study, including implications for	To explore the nature of objects in the residents' environment, and consider the implications of these objects on occupational therapy practice	15 participants (11 F, 4 M), 65+	Qualitative, phenomenological approach, semi-structured interviews	Nursing home in Northeast Pennsylvania, USA	Not disclosed

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occupational  
therapy

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7	Coughlan & Ward (2007)	Experiences of recently relocated residents of a long-term care facility in Ontario: Assessing quality qualitatively	To assess residents' experiences of new nursing home and their understanding of quality of care after relocating from two Sixties era hospital facilities.	18 participants (13 F, 5 M), mean age of 84.4 years	Qualitative, unobtrusive observations of activities of residents and staff, analysis of field notes, semi-structured interviews with residents analyzed using grounded theory approach	A LTC home in Ontario, Canada	Not disclosed, but the observations took place "shortly after the move" from the hospital facilities and continued for 6 months
8	Crenshaw et al. (2001)	Residents' perspectives of their occupational performance concerns	To identify and describe assisted living residents' perspectives of their occupational performance concerns	22 participants (19 F, 3 M), Age range: 68-90 years (M = 81.8)	Qualitative Case Synthesis, evaluation of daily occupations using the Canadian Occupational Performance Measure (COPM), semi-structured interviews, field observations and documentation reviews, data	4 assisted living facilities in Northeast Georgia and Atlanta, USA	Not disclosed, although length of establishment ranged from 9 months to 9 years

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					analysis: content analysis		
9	Cutchin et al. (2010)	Moving to a continuing care retirement community: Occupations in the therapeutic landscape process	To analyze activity patterns of participants before and after moving into a CCRC*	115 participants (68 F, 47 M), mean age: 78.9 years	Quantitative, case study, questionnaire before and one year after move	CCRC in North Carolina, USA	Within a year
10	Egan et al. (2014)	Engagement in personally valued occupations following stroke and a move to assisted living	To explore engagement in personally valued occupations following a stroke and discharge to an assisted living facility	4 participants (all female, ages 72, 82, 86 & 87)	Qualitative, collective case study, Data were collected via repeat interviews at 6, 9 and 12 months included physical health, emotional well-being, communication, cognition, and perception, and current and past personally valued occupations. Two interviews related to personal projects carried out at each follow up.	Assisted living facility in Ontario, Canada	6 months

11	Grant (2007)	Retirement villages: More than enclaves for the aged	To understand residents' perspectives on their experiences of living in a New Zealand retirement village and how it affected their lifestyle and quality of life	121 participants (98 F, 23 M), Age range: 69-91 years	Qualitative, focus groups	12 retirement villages, New Zealand	Not disclosed
12	Hersh et al. (2012)	Effect of an occupation-based cultural heritage intervention in long-term geriatric care: A two-group control study	To investigate the effectiveness of a cultural occupation-based intervention to facilitate adaptation to relocation into long-term care (LTC) facilities as measured by quality of life, activity engagement, and social participation	29 participants (25 F 4 M), Age range: 71-75 years	Quantitative, quasi-experimental non-equivalent control-group design with pretests and post-tests. Each group had an 8 week intervention, one with cultural themed activities and the other used typical activities on activity calendar. Repeated measures ANOVA for analysis	10 long term care facilities in Texas, USA	Within a year

13	Kirchen & Hersch (2015)	Understanding person and environment factors that facilitate veteran adaptation to long-term care	To gain an improved understanding of the person and environment factors that facilitates or impedes adaptation of veterans to long-term care	10 participants, all male, Age range 60-92 (M = 82.9)	Qualitative, phenomenological approach, 3 interviews, phenomenological reduction and thematic analysis	A state veteran's LTC home in North Carolina, USA	Within a year
14	Knecht-Sabres, et al., (2020)	Are the leisure and social needs of older adults residing in assisted living facilities being met?	To explore a change in leisure engagement among older adults post-move into an assisted living facility	19 participants (15 F 4 M), Age range: 70-96 (M = 83 years)	Convergent parallel mixed method design. Quantitative, Activity Card Sort, analyzed using ANOVA. Qualitative, semi-structured interviews, analyzed using repeated reading and coding to develop themes	Two assisted living facilities, Chicago, IL, USA	0.5-8 years, M = 2.8
15	Lin & Yen (2018)	The benefits of continuous leisure participation in relocation adjustment among	To assess the relationship between participation in leisure activities and adjustment to residential care	163 participants ( 72 F, 91 M), Age range 59-95 years (M = 77.9 years)	Quantitative, cross-sectional in-person survey addressing leisure participation; physical, psychological, and social adjustments;	11 LTC facilities in Taiwan	55.2% of the residents had been in the facility for 1-2 years; 34.4%, for 3-5 years; and 10.4%, for less than a year.

		residents of long-term care facilities			and background information. Cluster analysis, descriptive analysis, MANOVA, and least significant difference test.		
16	Lood et al. (2017)	The relative impact of symptoms, resident characteristics and features of nursing homes on residents' participation in social occupations: Cross-sectional findings from U-Age Swenis	To explore the impact of symptoms, resident characteristics and features of nursing homes on residents' participation in social occupations.	4451 participants (3022 F, 1429 M), mean age 85.6	Quantitative, survey addressing participation in social occupations, symptoms of cognitive impairment, symptoms of pain, neuropsychiatric symptoms, dependence in activities of daily living, resident characteristics and features of the nursing home. Descriptive statistics, independent sample t-tests and multiple regression.	172 nursing homes in Sweden	Median = 21 months, range 0-379 (31.5 years)

17	MacDonald (2006)	Family and staff perceptions of the impact of the long-term care environment on leisure	To investigate what aspects of the institutional environment impacts leisure opportunities and choices of individuals with Alzheimer's disease in a long-term care facility from the perspectives of professionals and family caregivers.	10 participants, 5 staff and 5 family members (age and gender not disclosed)	Qualitative, focus groups, thematic analysis	A long term care home, Canada	Not disclosed
18	Michel et al. (2012)	Meaning assigned by the elderly to the experience at a long stay institution: Contributions for the nursing care	To explore the meaning of older adults' experience living in a LTC home in Curitiba, Paraná, Brazil	11 participants (6 F, 5 M), Age range 66-88 years (M = 80.8)	Qualitative, ethnography, observation, field notes, interviews	Long stay institution for the elderly, Paraná, Brazil	6 months- 5 years

19	Miller (2017)	Beyond bingo: A phenomenographic exploration of leisure in aged care	To explore older adults' experience of leisure in aged care	20 participants (17 F, 3 M), Age range: 66-93 years (M = 80)	Qualitative phenomenography, 2-3 interviews spanning 6 months over 18 months	Aged care facility in Queensland, Australia	Not disclosed
20	Minney & Ranzijn (2016)	“We had a beautiful home . . . But I think I’m happier here”: A good or better life in residential aged care	To investigate residents’ perspectives on whether a “good life” is possible for older adults living in residential aged care and offer insight into the services and support needed to sustain their good life.	13 participants (11 F, 2 M), Age range: 77-95 years	Qualitative, interpretive hermeneutic methodology, semi-structured interviews, analyzed using interpretative phenomenological analysis	Two residential aged care facilities in Adelaide, Australia	Between 5 and 31 months
21	Mulry (2012)	Transitions to assisted living: A pilot study of residents’ occupational perspectives	To explore the occupational perspectives of 10 older adults who moved into an assisted living facility	10 participants (4 F, 6 M), mean age 82.8 years	Mixed methods: Quantitative, COPM and RAND 36 Item health Survey; Qualitative, semi-structured interviews, analyzed using constant comparison methods	Assisted living facility in New Jersey, USA	All participants who moved in the last three years were male (The average time living in the home 1.54 years), all females moved more than 3 years ago (average

							time living in the home 5.8 years).
22	Roberts & Adams (2018)	Quality of life trajectories of older adults living in senior housing	To examine QoL for older adults over the first 5 years of independent living in continuing care retirement communities (CCRCs) as well as the effects of early social engagement (within the first year) on changes in QoL over the next 4 years.	267 participants at baseline (176 F, 91 M), mean age 78.8 years, by year 5 (184 participants, 119 F, 65 M) mean age 82.2 years	Quantitative, latent growth model to measure QoL over time and two instruments for social engagement	Seniors apartments within 4 CCRCs, one in Virginia, three in Maryland, USA	1 year with a follow up each year for 5 years
23	Rossen & Knafl (2007)	Women's well-being after relocation to independent living communities	To determine the impact of relocation on the health and well-being of 31 older women who	31 participants, all female, Age range: 61-91 years (M = 78)	Quantitative, one group pretest post-test pre move and post-move. Structured interviews	12 independent living communities (ILC) in a midwestern city in the USA	Interviews were 1 month prior to move, and 3-4 months post move

			moved from a private residence to an independent living community.		addressing demographic, health, self-esteem, depression, social and quality of life, physical well-being, emotional well-being and person-environment interactions		
24	van't Leven & Jonsson (2002)	Doing and being in the atmosphere of the doing: Environmental influences on occupational performance in a nursing home	To explore how elderly residents perceive supports and constraints of the nursing home environment on their occupational performance. Interviews were conducted with 10 residents in one nursing home in Rotterdam, The Netherlands	12 participants (8 F, 4 M), Age range: 62-92 years	Qualitative, a phenomenological approach, interviews, field notes	Nursing home in Rotterdam, The Netherlands	Between 1 month to 29 months

*Note.* F = female, M = male, (M) = mean, QoL = quality of life.

**Table 4.** *Facilitators and barriers to leisure in the physical, institutional, and social environments of the new home*

<b>Environments</b>	<b>Factors</b>	<b>Facilitators of Engaging in Leisure</b>	<b>Barriers to Engaging in Leisure</b>
Physical	Physical	<ul style="list-style-type: none"> <li>• Private rooms (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of privacy in shared spaces in co-housing due to close knit living arrangements (3) and in shared bedrooms in AL facilities (19)</li> </ul>
	Structure of Building	<ul style="list-style-type: none"> <li>• Space to engage in leisure (4)</li> <li>• Being able to bring personal objects (6, 18, 19, 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of spaces to engage in leisure, e.g., kitchens (3, 21, 24)</li> </ul>
Institutional	Accessibility of Activities	<ul style="list-style-type: none"> <li>• Staff provided opportunities for modifying activities to prevent residents from abandoning leisure activities (14)</li> <li>• Staff offering new leisure activities that they were able to do (10), helped to bring a sense of belonging (11)</li> </ul>	<ul style="list-style-type: none"> <li>• Activities created with assumed ‘able body’ (5, 14, 17)</li> <li>• Not enough support to allow residents of all abilities to attend leisure activities (10, 14, 16, 17) contributed to loss of activities (5), feelings of loneliness and boredom (10) and discontinuation of attendance (3, 14)</li> </ul>
	Policies and practices within the Institution	<ul style="list-style-type: none"> <li>• Availability of choice (4, 11) in leisure that reflected residents’ values (3, 11, 18, 19) contributed to feelings of autonomy (4, 11) and freedom (3), such as choosing leisure activities that are part of shared responsibilities in the co-housing units (3)</li> <li>• Meeting basic psychological needs, such as relatedness of residents (2)</li> <li>• Staff providing opportunities for independence. Higher levels of independence are correlated with participation in more occupations, including leisure (16)</li> <li>• The facility fostered resident autonomy. Some took advantage of their autonomy and believed it was up to them to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of control including choice in leisure (4, 7, 13, 17, 18, 19) result in psychological needs not being met (4, 7, 19, 20)</li> <li>• Having to rely on others’ rigid or restricted routines (4, 8, 11), for services such as transportation to and from leisure activities (8, 12, 14, 24), and assistance (24), including when they needed to use the bathroom, resulting in feelings of insecurity (7)</li> <li>• Experience of leisure was constrained by rules, limited activities and resources (8, 14, 19, 21), contributing to a lack of interest in activities (1, 4, 19, 21)</li> <li>• Lack of staff provided a hurried and rushed atmosphere (17)</li> <li>• Poor communication of available activities (19)</li> </ul>

leisure for others in the home, providing self-fulfillment (11, 14)

- Activities in abundance (8, 11, 20) leads to increased engagement with social groups (9)
- Staff providing meaningful roles (10, 21, 24)
- Staff fostering a supportive environment (2, 3, 8, 9, 11, 18, 20, 24)
- Staff remove resident responsibility for household chores, leaving more time for leisure (3, 20)

- Staff not implementing requested changes to leisure activities (7, 10)

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Social Ability to maintain/develop relationships and community connections

- Social relationships with others foster leisure participation by providing meaning (7), good quality of life (7, 22), motivation to participate in leisure (3, 14, 19, 21), security (3), a sense of belonging (24) and valued social interactions (4, 13, 14, 18, 19, 24), contributing to a sense of purpose and reaffirming one's identity (11).
- A place to relate to others (11, 13) with similar interests and abilities (14) and could escape stereotypes of aging (11) through leisure engagement
- Opportunity to engage with others (11, 24) can restore one's identity (11)
- Opportunity to use leisure skills and contribute to the community (3)
- Continued contact with social groups outside the facility (4, 12, 18, 23)

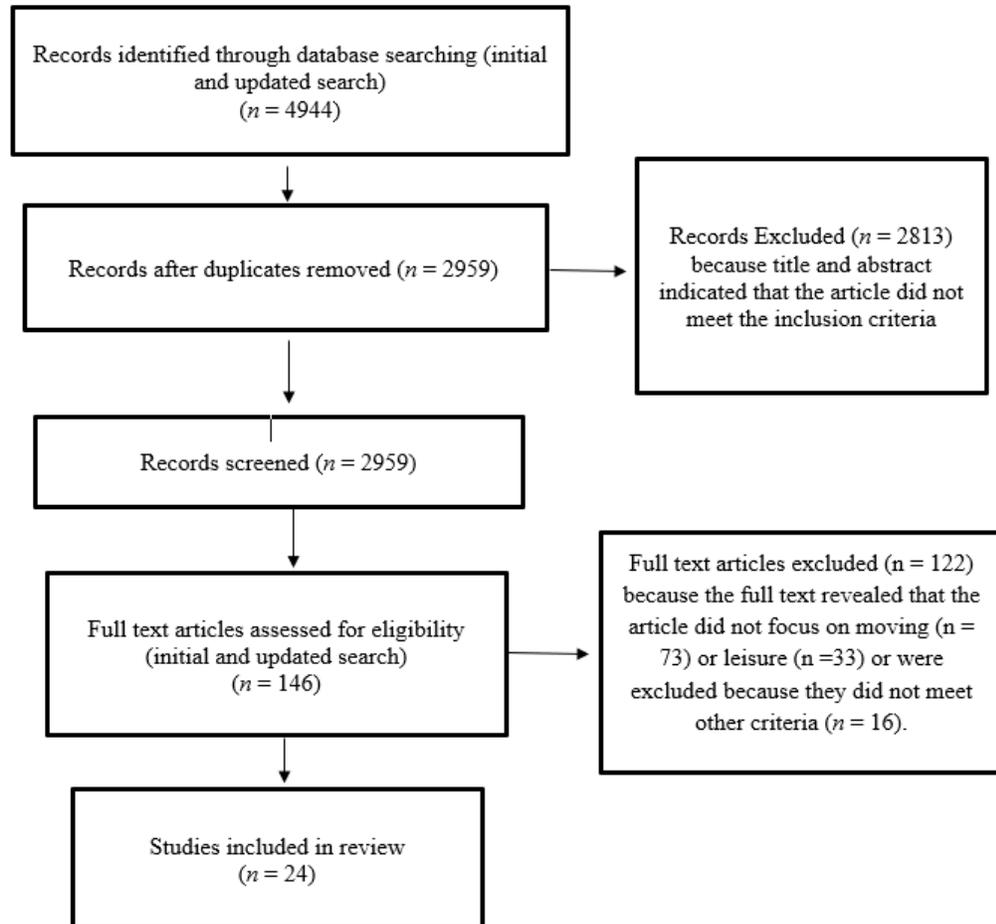
- Discomfort engaging in leisure with others in the home due to difficulty relating to others' cognitive and physical limitations (13, 14, 19, 21, 24), age gap (13), gender (16) or marital status (3).
- Resident attitude that limitations were a normal part of aging and would inevitably impact leisure engagement (5, 13, 14, 16)
- Sometimes residents' physical and cognitive limitations cause issues with communication, such as difficulty hearing or speaking which can impact leisure experiences for both parties involved (24)
- Lack of social support and isolation can lead to feeling limited to solitary games (14)
- Lack of strong social network hinders leisure participation (14)
- Loss of previous social circles and contacts, (4, 8, 17) at times due to geographic distances (21)
- Feelings of burden on social circles after moving (14)

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- Leisure activities with social circles not the same after moving (10)

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*Note.* AL is assisted living facility. Citations matching the numbers in this table can be found in Table

**Figure 2.** PRISMA flow diagram: Records identified in the search of the role of leisure in older adults' transitioning into new residences.



## 2.7 Scoping Review Addendum

I have written an addendum to the previous dissertation chapter entitled: “Leisure’s Relation to Older Adults Adapting to New Homes: A Scoping Review”, that was published in the *Journal of Leisure Research* in early 2022. To ensure an up-to-date review of relevant literature, I extended the search used for the scoping review using the same search terms, databases, and inclusion and exclusion criteria from the previous search conducted from 2000 to May 2020. This new search yielded three additional qualitative articles which brought the overall article count to 27 including 17 qualitative studies, 8 quantitative studies and 2 mixed methods studies (Jolanki, 2021; Mueller et al., 2021; Pfaff & Trentham, 2020; see Table 5). In the three additional articles, the older adults moved to senior’s co-housing in Finland and Sweden (n = 2) and an assisted living facility in the USA (n = 1). As described below, the findings of these studies largely supported the existing themes, although new findings related to additional features of the physical, institutional and social environments that facilitated leisure engagement were discovered and added.

### 2.7.1 How leisure is linked to older adults adapting to new homes

#### 2.7.1.1 Leisure engagement led to maintained or improved health and well-being after moving homes

The three additional articles added to the existing theme of leisure being linked to adapting to new homes through health and well-being. To be specific, older adults who engaged in leisure activities that promoted health and well-being after moving experience personal growth and residential satisfaction. The participants in Mueller et al.’s (2021) study felt more positive about their move into assisted living when they engaged in health promotion activities that included leisure, such as walking. Additionally, according to Mueller et al. (2021), those who did not participate in health promoting leisure activities during the transition appeared to have a more challenging adjustment. Mueller et al.

(2021) noted the importance of engaging in mental health activities that included leisure as an adjustment strategy, for example, doing puzzles and reading. Through this type of leisure engagement, participants were able to feel cognitively stimulated which helped them to adjust to their new home. Similar to Cutchin et al. (2010) who indicated participants had greater residential satisfaction after continuing to engage in leisure post move, different aspects of the home life made residents “feel good” about their living environment, such as being able to socialize and engage in leisure with others (Jolanki, 2021). Pfaff and Trentham (2020) add to Cutchin et al., (2010) and Grant’s (2007) finding that leisure was an opportunity for personal growth by suggesting that engaging in leisure in seniors co-housing forced residents to be social and resulted in personal growth by helping improve their social development.

#### 2.7.1.2 Leisure engagement led to sense of continuity in identity after moving homes

All three articles also suggested participants were able to maintain identity by continuing to engage in both lifelong and recently adopted leisure activities that were fundamental to their well being after moving homes. Mueller et al. (2021), Jolanki (2021) and Pfaff and Trentham (2020) indicated that participants continued to engage in leisure as they did before moving with friends and family outside of the facility or senior’s co-housing complex, which aligns with previous research suggesting this helps maintain identity after moving (Lin & Yen, 2018). This included socializing with their friends (Jolanki, 2021; Mueller et al., 2021; Pfaff & Trentham, 2020), and attending church groups (Mueller et al., 2021), cultural events, and exercise classes (Pfaff & Trentham, 2020). Pfaff and Trentham (2020) suggested it was important for older adults to have a separate life outside of the seniors co-housing to maintain social networks. The older adults also continued to engage in leisure activities they had done previously within their new home. Mueller et al. (2021) demonstrated this by indicating that the participants continued to do puzzles or saw friends from outside the facility, similar to Ball et al. (2000) and Brown Wilson et al. (2011). The participants indicated having friends come visit them in the new home helped them to get by after moving (Mueller et al., 2021). Jolanki (2021) added that

being able to continue with leisure activities and seeing social contacts as they did before moving was one of the convenient aspects of senior housing, and possibly helped with a successful transition as discussed by Mulry (2012).

### 2.7.1.3 Learning new and rekindling previous leisure skills facilitates sense of belonging and social connection after moving to a new home.

Findings in the three additional studies showed that participants learned new and rekindled previous leisure skills, helping them to build social connections with others and develop a sense of belonging in their new home. Pfaff and Trentham (2020) suggested participants adopted new patterns of doing after moving, such as joining a cooking team and learning new cooking styles and learning how to skate. Additionally, seniors housing was a place for the older adults to bring their own special talents to the community (Jolanki, 2021). Engaging in leisure-related responsibilities contributed to social cohesion and a sense of individual responsibility and utility which helped residents feel like they were making a significant contribution to the home (Pfaff & Trentham, 2020) and provided them with a sense of belonging. Similar to Van't Leven and Jonsson (2002) who described participants develop a sense of belonging by connecting to former activities they used to enjoy, such as a morning coffee group or social cooking group, Jolanki (2021) demonstrated the how Finnish culture of afternoon coffee and attending the sauna gave participants the chance to engage with others. Further, Pfaff and Trentham

(2020) demonstrated how cooking together allowed the older adults to form deeper relationships with others through leisure.

## 2.7.2 How the physical, institutional, and social environment acted as a facilitator or barrier to leisure engagement

Most of the reviewed articles focused on the facilitators of leisure in the physical, institutional and social environment. One article spoke to barriers to leisure engagement in the social environment (Pfaff & Trentham, 2020).

### 2.7.2.1 Physical environment

Two articles focused on how the physical environment facilitated leisure engagement, such as the physical location of the home and how the seniors' housing was designed for communal living. In Jolanki (2021) and Pfaff and Trentham (2020), having the location of the home close to where they previously lived facilitated leisure engagement by allowing them to maintain connections in the area. Additionally, Jolanki (2021) adds that age-related physical limitations impacted how older adults engaged in leisure, but their new home was built to accommodate these types of mobility issues, providing accessibility to their leisure engagement. This is in contrast to Brown Wilson et al., (2011), Hersch et al., (2013), Knecht-Sabres et al., (2014), and Lin and Yen, (2018) who suggested that the older adults' physical limitations were a barrier to their leisure engagement.

Pfaff and Trentham (2020) added that the building's layout provided residents with shared spaces to engage in leisure and individual apartments where they could engage in leisure on their own, such as balcony gardening, reading, and walking. This was similar to Ball et al. (2000) who discussed having private rooms as a facilitator to engaging in leisure. Pfaff and Trentham (2020) stressed the importance of the older adults having alone time to engage in leisure, and that this building design created a clear divide between participants' apartments and their shared spaces (Pfaff & Trentham, 2020). The living environment provided adequate spaces for socializing or leisure if they chose. For example, the shared spaces allowed older adults to engage in leisure passively or

casually, such as watching TV with others without having to do much socializing. In this way, being able to use the shared spaces and choose their level of engagement was a facilitator to leisure (Jolanki, 2021). Andresen and Runge (2002), Mulry (2012) and Van't Leven and Jonsson (2002) also point to the importance of shared spaces for leisure engagement but indicated that the homes lacked these physical spaces. Another facilitator to leisure was physical access to services and amenities. For instance, some older adults had problems with mobility, but the home provided accessible pathways and transportation to access preferred leisure activities (Jolanki, 2021).

### 2.7.2.2 Institutional environment

All three articles described how the institutional environment acted as a facilitator to leisure. In settings that employed staff, the older adults saw the staff as a facilitator to leisure because they would encourage them to attend leisure activities. The older adults trusted the staff to suggest what was best for them in helping them to adjust to their new home (Mueller et al., 2021). Additionally, the participants from Jolanki's (2021) study described having a community coordinator provided a range of activities, which was a facilitator to leisure. This adds to the discussion by Egan et al. (2014), Grant (2007) and Knecht-Sabres et al. (2019) indicating that staff facilitated leisure engagement for older adults who had recently moved into an institutional residence. The older adults living in the seniors' co-housing enjoyed having a staff person remove the burden of organizing programs for the group (Jolanki, 2021). The participants also enjoyed being able to choose their level of engagement as it provided them with feelings of autonomy (Jolanki, 2021), similar to Grant (2007) and Knecht-Sabres et al. (2019). A component of living in seniors' co-housing can be having communal meals and coffee breaks which fostered leisure engagement even when some residents' physical disabilities impacted involvement (Pfaff & Trentham, 2020). The manageable nature of the house responsibilities was also facilitator to leisure engagement (Pfaff & Trentham, 2020), also similar to Andresen and Runge (2002) and Minney and Ranzijn (2014). In addition,

having some household responsibilities fostered social connections, such as having to cook in teams and socialize with others (Pfaff & Trentham, 2020).

### 2.7.2.3 Social environment

One article discussed both the facilitators and barriers to leisure engagement in the social environment. Pfaff and Trentham (2020) suggested the inclusive nature of the house supported new and previous leisure interests, for example, one participant had always engaged in music and when he moved to the seniors' co-housing, he initiated a choir. Pfaff and Trentham (2020) also suggested living with others enabled new friendships which led to leisure engagement. In addition, spousal relationships were improved because spouses could spend time with others in the home as well as have their own time to engage in leisure. Although the social environment promoted the development of social connections, residents also had to navigate conflict within these relationships which sometimes acted as a barrier to leisure (Pfaff & Trentham, 2020). For instance, conflict occurred over use of shared leisure spaces, such as the communal garden and library. The co-housing setting could also mean loss of autonomy in leisure due to prioritizing the preferences of the whole group, such as what to cook. Several articles from the previous search discussed issues of interaction with other residents, but it was often due to challenges related to cognitive and physical limitations or not having other shared characteristics such as age or marital status rather than the challenges of sharing spaces with others.

The findings in this addendum largely support the themes from the literature in the original scoping review. All three articles added further examples of how the social, institutional, and physical environment acted as a barrier or facilitator to leisure. These articles provide an update on the current literature for the purpose of the dissertation but also to further demonstrate how leisure is related to older adults moving to new homes. Furthermore, these articles highlight the need for future research to better understand leisure's involvement in older adults moving to new homes and how place and identity play a role in this transition.

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**Table 5.** *Description of reviewed articles*

<b>Article code</b>	<b>Author (year)</b>	<b>Title</b>	<b>Aim of Study</b>	<b>Participant Characteristics</b>	<b>Study Design, Data Collection, Analysis</b>	<b>Setting/Where they Moved to</b>	<b>How recently they moved</b>
25	Jolanki (2021)	Senior housing as a living environment that supports well-being in old age	To determine the most meaningful elements of moving to seniors cohousing and if it met their expectations for aging well	40 residents (25F, 15 M), age range 57-92	Qualitative, semi-structured interviews, positioning and environmental analysis	Seniors' housing in Central Finland	Within a year
26	Mueller et al. (2021)	Adjustment strategies of older adults transitioning into an assisted living facility	To explore strategies employed by older adults to maintain or improve well-being while transitioning to assisted living facilities	14 participants (10 F, 4 M), age range 86-97	Qualitative, semi-structured interviews, a grounded theory framework was used to guide analysis	54 bed assisted living facility in southeastern US	3 weeks to 4 years with an average of two years
27	Pfaff & Trentham (2020)	Rethinking home: Exploring older adults' occupational engagement in senior cohousing	To examine the relationship between the home environment and older adults' occupational engagement within senior cohousing	8 participants (5 F, 3 M), age range 70-92	Qualitative case study, semi-structured interviews and participant observation (5 hours of house activities over 4	Seniors' cohousing in Sweden	5-25 years, mean: 16 years

					days), thematic analysis		
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## Chapter 3

### 3 Methodology

#### 3.1 Introduction

In this chapter I discuss my position as a researcher, and my paradigmatic, ontological, epistemological and theoretical positioning for this study. Subsequently I discuss the ethnographic methodology, methods and analysis techniques I used to conduct this research. The data collection methods included semi-structured interviews, activity diaries, mental maps and photo elicitation. The timeline for this study can be found in Appendix A.

##### 3.1.1 Researcher positioning

I have worked with older adults as a recreation therapist in various settings including long term care homes, a retirement home, acute/complex continuing care unit in a hospital, in the community and an adult day program. In these positions I was required to help older adults use their strengths and abilities to enhance their quality of life. This included facilitating groups or individual activities that had either a physical, mental or social focus, depending on the workplace. I worked with older adults who were independent and living on their own, living with family and living in an institution. The older adults I worked with were independent, had physical disabilities, and cognitive limitations in each of the workplaces. As a recreation therapist who has worked with older adults with various cognitive and physical levels, I brought a leisure professional lens to this study. I have an understanding of how leisure has played a role for my clients and the possibilities it has for enhancing or maintaining quality of life for older adults transitioning through different stages in life.

My personal philosophy on leisure is to maintain a work life balance to promote quality of life and reduce stress, thus I participate in leisure on a daily basis. My individual leisure activities include strength training, reading, cooking, baking and watching

television. I also enjoy being social on a regular basis by spending time with family and friends going on hikes, playing board games, and going for coffee, dinner, or the movies.

I believe leisure is important throughout the life course and that it is important for individuals to understand how leisure has shaped their life. As people age their leisure preferences shift, but they still have the opportunity to express identity through new or modified leisure activities. Individuals' leisure identity might possess a new dimension, continually shaping who they are. Older adults moving to a new home is an example of this shift. They may have spent their life engaging in certain leisure activities, and now moving to a new home with other factors involved (perhaps loss of relationships or physical abilities or change in role/purpose) may change how they continue to engage in leisure.

While working with older adults in different capacities and in various transitional stages, such as health decline, I noticed that older adults who attended programming were usually outgoing and socialized naturally, which has been found to lead to successful aging and positive psychological outcomes (Paggi et al., 2016). This led me to question: why do some older adults not attend programming? Is it because they are not interested in the programs offered? How do they prefer to spend their leisure time? How does the environment shape how they engage in leisure? What is the process involved in older adults deciding about how to spend their leisure time? How does their leisure change post move? How does leisure inter-relate with developing a sense of home? How does this process influence their negotiation of identity?

### 3.1.2 Paradigmatic positioning

A paradigmatic positioning is a set of beliefs an individual holds about the world, including their place in and relationship to that world and its parts (Guba & Lincoln, 1994). I used a social constructivist lens to acknowledge the multiple perspectives that could be illuminated in the study (Lincoln et al., 2018). Constructivists believe that individuals create meaning from social phenomena. The meaning making activities are of interest to social constructivists because meaning making shapes the action or in-action of individuals or groups (Lincoln et al., 2018). Social constructivists have an inquiry aim to

understand and reconstruct meaning individually and/or collectively. The quality criteria that are important within this paradigm include trustworthiness and authenticity (Lincoln et al., 2018). The relationship between the researcher and the researched through a social constructivist lens is a collective way of knowing; we cannot separate ourselves from what we know and how we interpret the world with study participants (Lincoln et al., 2018). An important product of the research from a social constructivist lens is the understanding piece. According to Lincoln et al. (2018), the need to understand the multiple realities is inseparable from the inquiry and outcomes.

This study aligned with social constructivism because of the nature of meaning making that comes from participating in leisure activities. Older adults transact with their environment and create meaning from engaging in leisure activities, either individually or collectively. As a social constructivist, I explored older adults' meaning making while engaging in leisure activities during their transition to new homes. Throughout the study, I used Tracy's (2010) quality criteria of credibility, sincerity and rigor to ensure trustworthiness and authenticity to follow a social constructivist's positioning on what constitutes quality in a study.

### 3.1.3 Ontological positioning

Ontological positioning describes beliefs about concepts and their relationships that exist in the world (Gruber, 1993). Constructivists have a relativist ontological positioning and thus believe in co-constructed realities (Lincoln et al., 2018). Relativists believe multiple realities exist and are co-constructed based on meanings and understandings created socially and experientially (Guba & Lincoln, 1994). This co-constructed reality is developed through discussion and observation. Through discussion, participants can express their realities of transition to a new home and researchers can engage in this discussion by adding their thoughts and feelings about this reality. Researchers can also express their reflexive thoughts and feelings through verbal and written notes taken during observation of interviews. Together, this shared reality is co-constructed.

### 3.1.4 Epistemological positioning

Epistemological positioning describes the relationship between the knower and what can be known (Lincoln et al., 2018). Constructivists know what they know through transactions between individuals (Lincoln et al., 2018), which involves establishing a respectful and interactive researcher-respondent relationship (Manning, 1997). According to Guba and Lincoln (1994), the researcher and the participant are assumed to be interactively linked so that the findings are co-created as the study proceeds. This transactional relationship was a good fit with an ethnographic approach because my participants and I exchanged thoughts and experiences about the reality of older adults moving into new homes in the context of London, Ontario and the role that leisure may have played in this transition. This reciprocal interaction made this relationship transactional.

### 3.1.5 Theoretical positioning

My theoretical positioning follows the transactional perspective on occupation. The transactional perspective focuses on how the person transacts with place and how they mutually shape each other through transactions over time (Cutchin & Dickie, 2012). The transactional perspective on occupation suggests that engaging in leisure is a transaction joining the person and their situation (Cutchin & Dickie, 2012). Dickie et al. (2006) posit that the environment in which people transact is not limited to the physical form but includes social, cultural and political aspects as well. Dickie et al. (2006) demonstrate their argument by describing case studies that focus on occupation at the individual level and reveal why this focus is problematic and not a holistic view of occupation in its context.

One of Dickie et al.'s (2006) case studies describe a quilter, Beth, to whom quilting consists of personal meanings and cultural, historical, and environmental connections. Beth's quilting takes place in a particular location and she purchases fabrics from particular places. For Beth's quilting to happen there needs to be government resources that support the production of the quilting materials. In this example, Dickie et al. (2006)

discuss how Beth's leisure activity of quilting is labeled as her occupation, but is inseparable from the broader historical, economical and communal roots where the occupation takes place. The transactional perspective on occupation provides an understanding of the complexities involved in the relationships between people and their environment including the broader social, cultural, political and economic factors.

Cutchin et al. (2017) and Lavalley (2017) have continued the discussion on the transactional perspective and have broadened its focus to include research on collective occupation at the community level (Cutchin et al., 2017; Lavalley, 2017). In this extension of the transactional perspective, Lavalley (2017) suggests occupation is expanded to a situation that consists of multiple views. Individuals are not separate from their context. He suggests that researchers can reveal how communities shape the environment through occupation, such as developing structures, policies and systems. Lavalley (2017) suggests public activities such as a social club can reveal relationships that influence how communities function together. The action in these groups reveals patterns in communal situations. For example, participants of a bridge group engaging with one another would influence the social environment and others transacting in it. Analyzing this action can uncover divisive or dysfunctional occupation as well as occupation that supports communities (Lavalley, 2017).

When older adults move homes, they will inevitably transact in a new environment. Life experiences are naturally transactional and are affected by how people create attachments to their worlds (Kuo, 2011), including the transition of moving homes. Older adults will go through transitions that will affect their living environment and how they engage in leisure, including the community setting. It is possible that they could use their leisure engagement to shape their new environment as they move homes. For instance, they can negotiate their new community through engaging in meaningful leisure activities to create ties to place, such as joining a bridge group to get to know others.

This theoretical positioning is complementary to social constructivism due to social constructivists' beliefs about subjective and co-constructed meaning making. The transactional perspective focuses on transactions between person and place, including

meaning making that occurs between older adults and their environments, such as their new home. The co-constructing of realities also fits well with the transactional perspective because of the multiple perspectives that help to shape the collective reality in the environment that these older adults share.

## 3.2 Methodology

### 3.2.1 An ethnographic approach

I used an ethnographic approach as the methodology for this study. Ethnography enables the researcher to focus on how individuals interact socially and culturally in the context of their communities and institutions (LeCompte & Schensul, 1999), and how different elements of society and culture interact, such as between economics and religion (Murchison, 2010). O'Reilly (2009) adds that ethnographic studies result in rich written accounts of the human experience, acknowledgement of the role of theory, and the researcher's own role. Using ethnography, researchers can discover the actions people take and their reasons for taking the actions prior to interpreting them through our own understandings (LeCompte & Schensul, 1999). Ethnography also allows researchers to systematically observe how things are done while learning the meanings individuals ascribe to what they make and do (LeCompte & Schensul, 1999). Murchison (2010) indicates that cultures and society are dynamic and ethnographers have to engage in and reflect these realities of change in culture and society. Ethnographers engage by recognizing and analyzing the change (Murchison, 2010).

### 3.2.2 Social constructivism lens for an ethnographic approach

Currently, there is minimal literature discussing how to maintain coherence in an ethnographic study from a social constructivist lens (Williamson, 2006). Some researchers discuss a range of paradigms that could be applied within ethnography, yet they do not discuss specifically how the paradigm is incorporated into the ethnographic design except for critical ethnography (LeCompte, & Schensul, 1999; O'Reilly, 2009; O'Reilly, 2012). It was my intent to coherently and consistently design and conduct this

ethnographic research study from a social constructivist paradigm. Constructivists seek to understand social constructions about broad concepts including cultural dynamics (Williamson, 2006), similar to ethnography which focuses on the social or cultural experience, in this case, how older adults participate in leisure while moving to new homes in the context of a mid-sized city. In order to maintain paradigmatic coherence, I was reflexive about whether each decision made in my study was consistent with my ontological and epistemological positioning (Holloway & Todres, 2003) by making reflexive notes throughout the study. This reflexive decision making was maintained throughout the study to maintain coherence and to make knowledge claims in the end (Holloway & Todres, 2003).

### 3.2.3 Ethnography and the transactional perspective on occupation

Ethnography can be guided using the transactional perspective. According to Bailliard et al. (2012), ethnography involves studying transactions consisting of an occupational situation and the transactions that occur between the person and their environment. The researcher and participants play active roles in the study situation; the researcher *experiences with* the study participants during interviews in addition to observing their occupations (Bailliard et al., 2012). Furthermore, the occupational situations described in the transactional perspective can be considered cultures or subcultures in ethnographic terminology (Bailliard et al., 2012). In this study, the participants were experiencing similar occupational situations of moving to or within the city of London. The occupational situation is embedded in the culture of the city, making their move to and within London a shared experience. In these transactions, the researcher is acting as a participant observer who experiences the events and circumstances that become data for the study (Bailliard et al., 2012), in this case observing how the participants engaged in leisure after moving to homes in London. The transactional perspective complements ethnography because the transactional perspective focuses on the whole situation and how elements of the social, political, historical, cultural and physical context shapes participant experiences, just as ethnography focuses on the social and cultural context of the participant's experience.

## 3.3 Methods

### 3.3.1 Setting and participants

The study took place in London, Ontario from July 2020 to March 2021 during the COVID-19 pandemic. London was chosen as the setting due to its large aging community. London's population increased by 4.8% from 2011 to 2016 and the largest increase in population was in the 65-74 years of age cohort, indicating an aging community (City of London, 2017). Data were collected remotely from older adults living in private dwellings in the community.

To understand older adults' transitions into new homes, I collected data from older adults who recently moved to and within London, ON. I had the experience of moving to London myself, providing a similar experience of moving to an area where I did not know anyone and had to establish social circles in order to adapt. This helped me to understand a part of the occupational situation of moving to London. The benefit of focusing on a single bounded context was that it allowed me to truly understand one area in depth and the way it shaped the participants' leisure engagement. Collecting data from older adults who had recently moved to or within London provided information on the amenities and services available in the city, if they were used, and their frequency of use upon relocation. The drawback of collecting data from older adults who had moved to or within London was that I was not as familiar with the city as I had been in my hometown. This would affect how I understand some of the participants' experiences transacting in London. London offers a variety of leisure activities, which may have assisted or hindered older adults' transition into their new home and their potential to maintain or rejuvenate identity.

### 3.3.2 Inclusion/exclusion criteria

Older adults were recruited to participate in the study if they were 65 years and older, could speak fluent English, moved to or within London within the past two years and had the potential to engage in leisure outside of their home. Given the study aim was to

explore the role of leisure in adapting to a new home, it was important to speak with participants with a range of leisure experiences in a variety of settings, which would help to answer the question of leisure's role in adapting to a move. In addition, participants were recruited at various time frames during post-move, which helped provide insight into the transition process at different stages. I recruited participants who had moved within a two-year time frame because a longer time frame could have made it more challenging to remember their adaptation process.

### 3.3.3 Recruitment

I used purposive and snowball sampling techniques, as suggested for ethnographic approaches (Higginbottom et al., 2013). I recruited twelve participants in total, including four males and eight females, age ranging from 67-79 years. Nine were married, two divorced, and one was widowed. Five participants moved within London, five moved to London from different cities in Ontario, and two moved to London from abroad. Further information regarding participants' demographic information can be found in Table 6.

#### 3.3.3.1 Participant recruitment process

I used purposive sampling to recruit participants for my study by calling (see Appendix B) or emailing (see Appendix C) organizations in the community buildings that offered services for seniors, such as community centres and seniors' centres. I sent flyers (see Appendix D) through email or posted them in the organizations' buildings. I contacted Age-Friendly London, moving companies, real estate agents, downsizing companies, shopping malls, Third Age Outreach, seniors' centers, Canadian Centre on Active Aging, fitness centers, and clubs. The original inclusion criterion for the date of the move was one year, but when I was struggling to recruit participants, I extended the move date to include older adults who have moved within the last two years. I also included an option to do telephone interviews in addition to online interviews in case participants felt more comfortable doing interviews by telephone. More older adults showed interest to participate once data collection methods were expanded to include telephone interviews. I was able to recruit two participants by September 2020, through Age-Friendly London,

and one participant in December 2020, through the Boys and Girls Club. I used snowball sampling in late December 2020, when I was in contact with a social club (blinded for anonymity reasons) and I was able to recruit five more participants by January 2021. At the end of interviewing one of the women from the club in February 2021, I asked if her husband would like to participate in the study and he contacted me soon after. That couple also printed out some of my recruitment flyers and delivered them to other homes in their area, indicating that I needed males for my study. This process brought three more participants to my study. The recruitment process lasted nine months in total, from July 2020 to March 2021.

Participants who were interested in participating either called by telephone or sent an email. I used telephone screening questions to ensure that they meet the inclusion criteria to participate. The telephone script with screening questions can be found in Appendix E. The screening questions included asking their age, if they spoke English, their move date, and if they were able to participate in leisure outside the home. I spoke to participants about the study and explained the consent process. If they agreed to participate, I sent them an email with a Zoom link for the booked date and time for the first interview (or confirmation of the date of the interview if we were to do the interview by telephone), the letter of information with informed consent sheets, the activity diary, leisure timeline, instructions to draw mental maps and instructions for finding or taking photos of themselves participating in leisure activities. I provided options to mail or drop off the package of activities and instructions with the letter of information directly to participants, but all were happy to receive this information by email.

### 3.3.4 Data collection

A goal of ethnography is to acquire the knowledge of a specific part of the culture to understand the activities or actions that are occurring (Knoblauch, 2005). From an ethnography standpoint, the best way to collect social and cultural data is to study phenomena in action through participant observation (Murchison, 2010). This study was conducted during the pandemic of COVID-19. Concomitantly, data collection methods had to meet social distancing regulations and remain aligned with an ethnographic

approach. Thus, physical participant observation was not possible. Instead, I designed the study to be conducted remotely.

Each participant engaged in two to three semi-structured interviews plus related activities; the first was a narrative interview about their leisure in later life, the second was to discuss an activity diary and leisure timeline they completed, and the third was to discuss mental maps they completed and photos they brought. All interviews were audio-recorded with a digital recorder and then transcribed verbatim. I wrote notes during and after the interviews. I shared all my data with my supervisor, Dr. Carri Hand. In the current study I aimed to *experience with* as well as conduct observation, in a modified way due to COVID-19 regulations.

I designed data collection methods aimed at collecting spatial, visual and temporal data as well as accessing tacit knowledge. Spatial and visual data were important to conducting a strong ethnographic study because they captured elements that would otherwise be captured during participant observation, including what participants do, whom they interact with, and the frequency of these interactions in a certain amount of time. The mapping and photo interviews helped to access tacit knowledge to understand the context of older adults moving to London. Reavey (2011) indicates that interviews are monomodal forms of data collection, whereas the human experience is multi-modal, requiring visual, spatial and temporal collections of data, such as activity diaries and mental maps. The activity diaries helped to access tacit knowledge because they elicited more detailed information than a typical interview could do. They helped to show the temporal aspects of the participants' leisure engagement before and after the move. The activity diaries were helpful because the participants had time to consider what leisure activities they were involved in prior to and after moving, as well as who they engaged in the activities with. Having these activity entries prepared ahead of time allowed the participants to discuss the impact of their leisure engagement in their move in more detail than if they were only asked directly during their interview. I sought to bring in visual knowledge into traditional verbal methods by using photo elicitation and drawn maps. The visual elements provide greater access to constructions of the self and led participants to access aspects of their identity. Visual methods also allow participants to

bring the outside in, locating the participants' experience within the spaces and places they occur.

#### 3.3.4.1 Pilot-test narrative interview

In order to enhance and practice the interview questions, I used FaceTime videoconferencing to interview an older adult who had recently moved to a new home outside of the London community in July 2020. After conducting the interview, I noticed I needed to add probing questions because there was some essential information missing that I was not able to obtain using the previous interview questions. Therefore, the interview questions remained the same, and I learned to adapt the probing questions, which was dependent on the individual I was interviewing.

#### 3.3.4.2 Semi-structured interviews

Semi-structured interviews were used in this study to facilitate the process of knowing through conversation (Kvale & Brinkmann, 2009). In these interviews, the researcher and participant were co-constructors of knowledge. O'Reilly (2009) adds that interviews are time for the researcher and participant to explore feelings and experiences, reflect on events and expose ambivalences. It also provides the participant the opportunity to share intimate details and historical events that may not come up in other conversation (O'Reilly, 2009).

##### 3.3.4.2.1 Zoom video conferencing and telephone as alternatives to in-person interviews

Online methods were used to replace traditional methods of in-person interaction. Braun et al. (2017) suggest online methods are convenient, efficient, and flexible and can complement and improve traditional methods, including interviews, especially when collecting data during a pandemic. Online approaches offer alternatives to traditional phone interviews and can somewhat mimic traditional face to face interviews, in that there is still real-time interaction between the participant and interviewer, including

visual interaction (Braun et al., 2017), and the ability to build rapport, such as through body language cues (Silverman, 2013).

Due to government-mandated social distancing restrictions brought forth by the pandemic, in-person interviews for this study were not feasible. Instead, I used Zoom video conferencing and telephone calls to interview participants. According to Archibald et al. (2019), Zoom offers the ability to communicate in real time with participants anywhere in the world with a computer, tablet or smartphone. Zoom also offers multiple security features, such as user specific authentication, encryption of meetings and the ability to back up recordings that can be shared securely for collaboration purposes. Howlett (2021) discusses the challenges of using Zoom, especially with an older adult population. For example, some techno-competence may be challenged by audio and visual impairments, or other physical limitations which may make it difficult to use the computer, tablet or phone (Howlett, 2021). Video conferencing can be “glitchy” when the internet is unstable, and sometimes participants’ words are cut off, an event that would not happen in person. However, in the current study, the glitches never occurred long enough to be an issue and almost all words were audible. Howlett (2021) suggests that online research is now an equally valid approach to research as in-person interactions and noted that her participants were noticeably more comfortable engaging in research online than in-person interactions. Archibald et al. (2019) found that 69% of participants found Zoom to be useful in developing and maintaining rapport with the researcher, especially compared to communication technology without the visual aspect, such as telephone or email. However, telephone interviews are also viable options for interviews, especially in the current study when in-person interviews were not possible and there were some participants who felt more comfortable speaking by phone than videoconferencing. It is possible that telephone interviews were not as effective as using Zoom for building rapport due to the lack of visual cues, but I prioritized participants’ comfort with technology over interviewing them face to face on Zoom.

### 3.3.4.3 Narrative interview

Narrative interviews were used in this study and involved the participant sharing the nuances of their life story from their perspective (Riessman, 2008). Narrative interviews focus on the temporal and social aspects of the person's life that give them meaning (Riessman, 2008). Drawing from Bruner, Riessman (2008) suggests narratives structure participants' perceptual experiences of life events, helping them understand their private constructions of identity. Narrative interviews complemented this study because they enabled participants to share their story of who they are and how they engaged in leisure in later life and how that might have played a role in their transition after moving. Narrative interviews enable participants to describe their life events in detail, such as how they transacted with their environment, i.e. who they went with, where they went, what the place was like, complementing the transactional perspective and the temporal dimension of the activity diary and spatial dimension of the mental map. The narrative prompt written for the interview included the following:

I would like you to tell me your story of engaging in leisure in your life, including before and after you moved here, including what you did, where you did the activities, and who you did the activities with? I'm focusing on before and after the move, in your home or in the community, alone or with others, before COVID-19 took effect. You can include anything that is important to you and begin wherever you like.

The COVID-19 aspect of the prompt was dropped for participants who had moved during the COVID-19 pandemic. However, all participants suggested COVID-19 had impacted their leisure participation regardless of if they had moved during the pandemic. Thus, I began to ask about how COVID-19 affected participants' leisure participation in subsequent interviews as it had influenced each of the participants' transition process.

The additional prompts to elicit further narrative included questions such as, "You mentioned doing X leisure activity. Could you tell me about a time when you did that?", "Could you tell me about a time when doing a leisure activity meant something to you? How did it make you feel?" and "What was it about this leisure activity that made you

feel this way? Tell me why that particular moment stands out”. Additional prompts used in the interview can be found in Appendix F.

I contacted the participants on the scheduled date and time for their narrative interview. At the conclusion of the interview, I arranged a Zoom or telephone call for the activity diary-based interview after one week of the narrative interview, giving the participant time to complete the activity diary.

#### 3.3.4.4 Activity diary and leisure timeline and follow up interview

After the first interview, I asked participants to write about their leisure experiences in detail on a daily/weekly/monthly basis before and after their move in their activity diary and asked them to meet the following week to discuss their activity diary entries (see Appendix G). Activity diaries were used in this study to log detailed information about an activity pertaining to the research (Crosbie, 2006) and to show different dimensions of participants’ leisure activities, including space, time and social interactions (Lizana et al., 2020). Activity diaries account for how participants use their time, including where, when, how and with whom they engage in the activity. The activity diary prompted participants to recall their leisure engagement in more detail than the narrative interview and provided further temporal data. I was *experiencing with* the participant by reading what they wrote in their activity diary.

The instructions in the diary asked participants about where they went, who they interacted with, what they did and how they got there. Additionally, participants were asked to write out a leisure timeline that would focus on the larger leisure experiences that occurred before and after their move (see Appendix H). The timeline added a visual dimension that may have helped participants map out their ideas on a larger temporal scale, however, this activity was often forgotten by participants and details were obtained from the interview instead. During the interview, the participants were asked to expand on what they wrote in the diaries to understand how leisure played a role in their transition to a new home. I probed for further details about their leisure experiences, including what helped and/or hindered them in these activities. If participants had filled out the leisure timeline, I asked them what significant leisure activities they engaged in

before their move, their significance, where they engaged in these activities and how they felt while participating. To find out more about how leisure was tied to their identity, I also asked them who they interacted with, and if there was anything about the leisure activities that made it feel it was a part of who they were (see Appendix I). In a way, I was engaging in the leisure experiences with the participants by asking what the activity meant to them and emotions evoked during the experience. This helped participants to reflect on past activities they engaged in prior to their move and how their leisure has changed since moving. At the conclusion of the interview, I arranged a final Zoom or telephone call for the final interview and answered any questions about the upcoming data collection.

#### 3.3.4.5 Mental maps and follow up interview

The final data collection session involved participants drawing mental maps and showing photos of their leisure engagement in a final interview. Mental mapping involves how people perceive and structure information regarding their environments and how they use this information to construct selective aspects of reality (Huynh et al., 2008). Mental maps can involve drawing a map of one's city, in which the participant draws the places of the city that are most meaningful to them. Mental maps are useful because they allow the participant to map out their perception of their environment and where their occupations take place. This method fit well with ethnography and the transactional perspective because it demonstrated the participant's understanding of their occupational situation. Mental maps have been used in ethnography, such as Wherton et al.'s (2012) study in which participants drew mental maps of places, objects, and relationships that were of importance to them. The authors used the mental maps to understand how the physical environment affected the participant's health, independence and quality of life. The participants were provided with a blank page to draw various rooms and objects of their home where they engaged in activities. This method was used to capture daily routines and the meaning these environments had on their ability to perform daily tasks (Wherton et al., 2012). The authors indicated that the maps were useful in communicating and understanding the roles played by members in the participants' social networks (Wherton et al., 2012).

In this study, I used mental maps to provide an illustration of spaces that were meaningful to the participants. I collected this spatial data by asking participants to draw two mental maps, one of before moving and one of after moving, of places and spaces where they engaged in leisure in their home and community. The participants were given instructions and drew these maps based on their interpretation of the instructions. I asked them to indicate the spaces that were meaningful to them, what occurs in these spaces and if they engage by themselves or with others. Participants completed this activity on their own and came to the interview with their map prepared for discussion. Some participants preferred to scan and send their mental map by email, and others held their maps up for a screenshot Zoom during the interview. The maps assisted the participants in visualizing and explaining how they use the social spaces in their home and community and why they are meaningful (see mental map activity in Appendix J). The mental mapping exercise was paired with the photo elicitation exercise for discussion in the third interview. During the third interview I asked participants to tell me about the places they drew in their maps. I asked what leisure activities that they did at these places, and how the activities were meaningful to them. I asked them to describe details of these places, including how connected they felt to these places, and who or what helped them to go to these places. I also asked them what made it difficult to go or would discourage them from going to these places. I asked what their social networks look like in their maps and who they typically did these activities with. I asked them if there were any places that they stopped going after their move and why. I also asked them to describe their social networks from their previous home and explain how they were different since their move. Lastly, I asked them to explore the similarities and differences that they noticed while drawing the two maps (see Appendix K).

The mental maps were intended to substitute for observing how participants were using spaces for leisure and were used in the interviews to understand the meaning of the places and activities to the participant. I was *experiencing with* the participants by viewing their maps and hearing their stories of their leisure engagement during their transition. Braun et al. (2017) used mental maps to explore how young people understood and negotiated spatial restriction in everyday use of place. They found that the maps highlighted the

complexity in young people's experience of place, such as conflicting use of and how they negotiate public spaces. Similarly, in my study the maps were a helpful tool when discussing how participants negotiated their environments where they engaged in leisure before and after moving.

#### 3.3.4.6 Photo elicitation

Participants were provided with the option of sharing photos of themselves engaging in leisure or photos of spaces where they engage in leisure at home or in the community. The photos were meant to complement the interview data and maps drawn by participants because they visually enhanced participants' representations of spaces. Drawing from Carlsson, Church and Quilter (2021) discussed using photos to stimulate contextual discussions about place. I asked participants to either take pictures around the home (if they were able/willing to) of the social spaces where they engaged in leisure and/or of photos of them engaging in leisure. The participants might have also chosen to share photos of their leisure engagement and spaces where they engaged in leisure prior to moving. In the interview, I asked participants about the influence of the environment on their leisure engagement and how it shaped their experiences (see Appendix L). The interviews provided a more detailed account of locations in their maps and a richer understanding of how the environment shaped their leisure experiences. The photos and maps helped to elicit details that might have otherwise gone unspoken.

#### 3.3.4.7 Reflexivity

Clifford and Marcus (1986) emphasize the need to write reflexively when taking an ethnographic approach. Reflexivity involves the researcher critically analyzing their practice of ethnography, especially when taking field notes. We use our own experiences to guide our writing to help our ethnographic practice be more authentic (O'Reilly, 2009). O'Reilly (2009) stresses that reflexive writing does not mean that it becomes about the researcher, but rather the researcher conveying the context and their relationship with others involved in the study. She also asserts that the researcher should be as detailed as possible about how the study was conducted, mistakes that were made,

expectations, disappointments and revelations to assist the reader in evaluating the study (O'Reilly, 2009). In order to be reflexive as possible during my study, I kept an ongoing journal throughout the research process. I wrote entries prior to, during, and after the interviews to capture all expectations, new learnings and reflections to ensure rigor (Tracy, 2010). For each participant, I wrote what I had learned from their previous interviews and expanded on what I was processing from the participant's leisure life story. Each reflexive note was a half of a page to a full page. In the notes I reflected on how each participant described their story and how they responded to my questions, such as their tone of voice, the content of their response or their body language (if it was a Zoom call). I also included my thoughts about how the interview went and the ease or challenges of building rapport with my participants.

### 3.3.5 Data analysis

I used a holistic-content analysis (Lieblich et al., 1998) combined with thematic analysis (Braun & Clarke, 2006; 2017) to analyze the data. By using holistic-content analysis and thematic analysis together, I fit the pieces together to create a coherent whole (Murchison, 2010). I began the analysis process by creating core summaries of each participant to understand their leisure life story and organize key themes relevant to the research question (Murchison, 2010) and then followed Braun and Clarke's (2006; 2017) guide to thematic analysis for developing themes based on the organized data acquired from the core summaries. There were five types of data used in analysis: transcripts, reflexive notes, mental maps, activity diaries, and photographs. All types of data contributed to theme development; however, the findings were developed from the transcripts and reflexive notes, and the mental maps, activity diaries, and photographs provided context to understand the transcripts and notes. For example, the mental maps showed individual interpretations of leisure spaces that were important to the participants. I linked the visual interpretations from the maps and to segments of data in the transcripts and notes. The activity diaries illustrated the formal and informal recreational events that occurred in the participants' homes and community that participants described as meaningful to them. The photographs provided a different visualization of the leisure activities and community or home setting to provide further detail and complement the

participants' mental map interpretations of the home and community. Additionally, I observed the locations where participants engaged in leisure either through distributing flyers in-person or by researching online using Google Earth and Google Maps. Online research supported my understanding of the physical, institutional, and historical elements of the environment, such as organizations where they engaged in leisure.

### 3.3.5.1 The holistic- content analysis

Holistic-content analysis was used to analyze the interviews to understand each participant's life story as a whole and the individual parts within it, interpreted in relation to other parts of the story (Lieblich et al., 1998). Ethnography aims to understand interactive processes in a holistic manner (Hammersley, 2017), making holistic-content analysis a suitable analytical framework.

#### 3.3.5.1.1 Core summaries

A key part of my holistic-content analysis was developing core summaries (see Appendix M). I reread and made notes on the transcripts and developed the core summaries for each participant, and analyzed their supplementary materials, including the activity diaries, mental maps and photos. The core summaries were critical to reading the content in a holistic manner (Lieblich et al., 1998) as they mapped out the key aspects of each participant's life story. The core summaries consisted of:

- participants' demographic information, such as participant's age, gender, previous profession who they were living with and when and where they moved
- a narrative account of the participant's leisure life story and their move to a new home
- a table of each participants' leisure activities pre and post move
- categories of participant responses that contributed to answering the research questions (O'Reilly, 2009)

I used core summaries to help map out the story of each participant's move and how leisure might have been involved. Additional information about the participants included

their how ideas of identity and place were apparent in the data. The demographic information was useful to compare to other participants for possible patterns in the data. In order to organize the data in a way that would answer the research question, I developed six categories, including 1) how leisure was a part of their identity, 2) ways leisure was connected to place, 3) changes in activities before and after moving, 4) how leisure was related to their move in London, 5) how the environment acted as a facilitator or barrier to leisure, and 6) how COVID-19 shaped their leisure and their adaptation process. I also created a table showing the participants' experiences situated in the social, physical, political, and historical context and how these different levels of context related to their experience at the micro, meso and macro level.

### 3.3.5.2 Thematic analysis

Following the creation of the core summaries, I used Braun and Clarke's (2006; 2017) thematic analysis method to code the data. Murchison (2010) notes that coding is the chance for the researcher to develop a systematic and analytical framework to understand the ethnographic record. A part of analyzing this record was to code the transcripts and look for themes in the data. Braun and Clarke (2006; 2017) define thematic analysis as a method for identifying, analyzing and reporting patterns within the data. The first phase is becoming familiar with the data. The transcripts were read several times in an attempt to gain a deeper understanding of the data. The second phase involves generating initial codes. The researcher creates a list of ideas of what was in the data after reading the transcripts and then transforms these ideas into codes or short segments of interesting information from the data (Braun & Clarke, 2006; 2017). When I conducted my thematic analysis I used the core summaries, transcripts and other supplementary material to find codes or ideas I saw in the data. I developed an ongoing coding scheme and began to draft themes or connections. After the core summaries and the coding scheme were completed, I began to code the transcripts. I used Quirkos, a coding software to code and develop themes from the data. My supervisor and I co-coded three transcripts, one from three different participants and three different interviews, i.e. one narrative, activity diary and mental map transcript to ensure the coding process was rigorous (Tracy, 2010). After we had both co-coded the transcripts, we met to discuss the process and the similarities

and differences in our coding and then further refined the codes. Once we agreed on the finalized code list, I coded the rest of the transcripts. After all the transcripts were coded, I generated a report of the codes and studied the data to look for more patterns and connections as a part of the iterative process. As I went through the generated report, I looked for pieces of data that were similar and novel compared to the existing literature. I also linked interview data to maps, photos, diaries, and information about specific locations in London to situate the findings in the context of the study setting. The third phase of Braun and Clark's (2006; 2017) thematic analysis involves searching for themes, where the researcher integrates the smaller themes into larger themes. I found that the themes could be divided into two separate papers, one focusing on how leisure played a role for older adults moving homes and experiencing other transitions through the pandemic, and another on how the environment shaped leisure engagement for older adults moving to new homes, how leisure engagement related to developing sense of place, and how participants negotiated place as they engaged in leisure.

### 3.3.5.3 Findings paper 1 analysis

Findings paper 1 focused on how leisure related to older adults moving homes and experienced other transitions during the COVID-19 pandemic. Analysis involved reading the transcripts and the generated code report and writing summaries for codes related to adapting or transitioning to new homes. I organized the data within the codes and looked for quotes that discussed leisure and its relation to the move and how participants adapted to the new community or home. I went back and forth between the code report and individual participants' transcripts looking for pieces of participants' stories that related to the themes I was developing, as part of Braun and Clarke's (2006) fourth phase, reviewing and refining the themes. Themes with a small amount of codes were collapsed into larger themes that were a better fit or were removed because they were no longer within the scope of the paper. Murchison (2010) notes that ethnographers will often have too much data and cannot include all of it in their final ethnography. The themes were collapsed into one another to create larger themes (Braun & Clarke, 2006). Eventually, I developed the following two themes and named them, as per Braun and Clarke's (2006) fifth phase: *"I'm a reader": Maintaining identity through leisure*; *"If anyone is out*

*walking...I'll stop and say hi*": Leisure engagement led to maintaining and establishing social connections. The last phase of Braun and Clarke's (2006) six step thematic analysis process is writing the findings. From there, I finished writing the findings of each paper, and began to develop other sections of the paper based on my findings.

#### 3.3.5.4 Findings paper 2 analysis

Findings paper 2 focused on how older adults navigated place through leisure engagement while transitioning to new homes. I worked on both findings papers simultaneously to ensure I was not overlapping data in both papers. Sometimes there were quotes that fit better in one paper than the other and I moved quotes to where they best fit the findings I was developing. This was all part of the iterative process of shaping the themes for each paper (Braun & Clarke, 2006; 2017). In this second paper, I searched for codes that were related to sense of home, sense of place, and the environment. I began to create themes from codes that belonged together. Similar to the first paper, I read and reread the quotes, codes, and themes that were developing to ensure the content answered my research questions. Originally, I looked at the institutional, social, and physical environment. As I continued to shape the themes, I realized I had too much data and I needed to narrow my focus. I decided focusing on how participants engaged in leisure in their social environment was the most interesting and relevant to the study. I continued to look for data related to the themes I was developing regarding how older adults' leisure engagement and their environment mutually shaped one another while transitioning to new homes. I also looked for codes explaining how they negotiated place when they engaged in leisure. Following Braun and Clarke's (2006; 2017) process, these codes were developed into larger themes, refined and named, "*Navigating place as a single person or a couple and how that shaped leisure engagement and ability to establish place*", "*participants looked for shared characteristics with others when establishing social networks*", and "*the tone and context of the social environment*". After the themes were established, I continued to work on writing the findings.

### 3.3.6 Strategies to achieve quality research

To promote the quality of this study, I used Tracy's (2010) quality criteria.

#### 3.3.6.1 Worthy topic

Tracy (2010) defines a worthy topic for research as relevant, timely, significant and interesting. This study was relevant and timely as our population continues to age and older adults will inevitably move homes while experiencing other transitions simultaneously. Additionally, this research is significant because as older adults move homes and experience other transitions, they are going to be relying on resources such as leisure activities to help them adjust. The current study has provided implications for researchers, policy makers and practitioners to extend this topic, revealing its importance in its contributions to the existing literature on leisure and its role in helping older adults cope with ongoing changes in later life. Since no literature to date has focused on the role of leisure and older adults moving to new homes, despite knowing that leisure is beneficial for older adults experiencing other transitions, this study is novel and interesting.

#### 3.3.6.2 Rich rigor

Rich rigor involves researchers "exercising appropriate time, effort, care, and thoroughness" (Tracy, 2010, p. 841) in their study. Tracy (2010) suggests that rigor can be judged by data collection and analysis processes, such as development of field notes, number of pages of field notes, time gap between fieldwork and the development of the notes, and what the researcher learned from practicing field notes. Due to the pandemic regulations prohibiting entrance to the field to conduct research, rather than field notes I used reflexive notes after each interview to promote rigor.

For interviewing, Tracy (2010) suggests that the number and length of interviews, types of questions asked, level of transcription detail and accuracy, and the breadth of the interviews given the goals of the study, contribute to rigor. I had tested the interview questions, including the prompts prior to data collection to ensure they generated rich and relevant data. Altogether I had collected 35 interviews and asked a variety of open-ended

questions with prompts in order to collect rich data. My supervisor listened to most of the conducted interviews and read each transcript to provide feedback on my interviewing skills. This feedback was then implemented into future interviews to build rigor. Almost all participants engaged in all three interviews, and most interviews were over an hour, and participants talked in depth how leisure played a role in their move. Further, the interviews were transcribed verbatim to promote the accuracy of transcription. My supervisor and I made notes on each transcript to facilitate ideas for coding and theme development, which also aided in building rigor.

Providing the reader with the process of how the data were transformed into findings is another way of ensuring rigor, such as the process described in the data analysis section. I kept an audit trail throughout the process to keep track of decisions made, why they were made and how I felt about making them. I also expressed thoughts and feelings about the process throughout the study in my reflexive notes.

Throughout the data analysis process, my supervisor and I met regularly to go review the data and discuss theme development to ensure rigor. Additionally, in the early stages of theme development, I also met with my thesis committee to discuss initial findings. Engaging in the iterative process with the team facilitated theme development and brought rigor to the findings.

### 3.3.6.3 Sincerity

Tracy (2010) identifies that sincerity can be achieved through self-reflexivity, transparency, and data audits. Self-reflexivity refers to being authentic with one's self, research and audience (Tracy, 2010). This involves being honest about strengths and weaknesses and being able to explicate how they know their knowledge. Before conducting interviews, it is important to identify the value I hope to bring from this study (Galdas, 2017). It is also imperative for the researcher to examine their impact on the scene and to make note of other's reactions to them, and to weave these realizations in the field notes (Tracy, 2010). I used a first-person voice in my reflexive notes to remind myself and potential readers of the researcher's influence and presence in the field (Tracy, 2010). I was reflexive throughout the data collection and analysis process by

noting the following: how I immersed myself into the context of the study, my level of participation, my approach to writing reflexive notes and the challenges and unexpected twists throughout the study. I acknowledged my previous experience working with seniors and my perspective and interests of leisure and moving homes. I also acknowledged the impact I had on participants during interviews and attempted to relate to participants where possible, for example, sharing similar leisure experiences or interests that I had with participants. The meetings I had with my supervisor were another example of achieving sincerity. We met and discussed what was going well in the study and what needed improvement, such as my interviewing skills. These meetings helped me to be reflexive about my process going forward and to grow as a researcher.

By transparency, Tracy is referring to being honest in the research process. To meet these requirements, I kept an audit trail, which is explicit documentation regarding all decisions made during the research process (Tracy, 2010). I have shared information from the audit trail in my thesis (see Appendix N) and plan to in other forms of dissemination as appropriate. Decisions made were inputted into a table in a Microsoft Word document for reference. Overall, Tracy (2010) indicates that sincerity means being an earnest and vulnerable researcher, including considering the needs of participants, which aligns with my personal and professional values of being a recreation therapist and researcher.

#### 3.3.6.4 Credibility

Tracy (2010) describes credibility as the trustworthiness and plausibility of the findings and is achieved through crystallization and thick description. Tracy (2010) draws on Geertz, indicating that thick description is an in-depth illustration that explains culturally situated meanings, an appropriate fit for an ethnographic study. Constitutive to ethnography is examining the record as a whole to represent findings from the research experience and participants rather than the assumptions that researchers brought to the research (Murchison, 2010). The multiple forms of data (interview, activity diaries and mental maps) were integrated using crystallization, offering a multidimensional approach to providing a rich and complex understanding of the data (Varpio et al., 2017). Bryman (2006) defines crystallization as elaborating, enhancing, illustrating or clarifying the

findings from one data collection method with the findings of another. Crystallization aligns with the constructivist paradigm because it suggests the existence of multiple realities (Bryman, 2006; Varpio et al., 2017). I used crystallization to show aspects of the same experience represented in the data and to ensure the different data collection techniques used were in alignment with the methodological orientation (Bryman, 2006). I did this by choosing specific data collection tools that would represent different aspects of the same experience, to capture several elements of their leisure and adaptation experiences.

To show thick description, I revealed the complexity of the data by providing enough detail for the reader to have their own interpretation (Tracy, 2010). Researchers are encouraged to include *tacit knowledge* in their description, which is including unarticulated cues that may happen in the background, such as cultural jokes, idioms, hidden assumptions and meanings (Tracy, 2010). The inclusion of tacit knowledge in the data helped provide context of the situation and culture. Sometimes my participants made jokes and references to places in London, an example of how context played a role in communication. There was a time where a participant used a phrase I had not heard before, and I had to ask what it meant. He was surprised I had never heard the phrase but explained what it meant and how it was used in context. This is another example of how I aimed to understand the person's culture, in terms of geographical and temporal context. Tracy (2010) assures that unpacking tacit knowledge is key to understanding participants' interactions and their behaviour.

#### 3.3.6.5 Resonance

The research influences a variety of readers through aesthetic, evocative representation, generalizations and transferable findings (Tracy, 2010). I attempted to write in a way that illustrated how participants engaged in leisure. I used quotes that were representative of their emotions as they experienced these transitions. I think being able to capture these emotions through their quotes helped readers to visualize the impact that COVID-19 had on their leisure engagement and on their move. Additionally, being able to use their mental maps helped to add context to their quotes about how they used social spaces and

the impact of the environment on their leisure engagement and move to a new home. Although the findings are not transferable beyond older adults similar to my sample, they may impact stakeholders involved in older adults transitioning to new homes, including the older adults who may be experiencing other transitions, family and friends of the older adults, and those in the community that may work with the older adults. This research may assist leisure practitioners who would be designing newcomer programs for older adults who might be going through several of these transitions.

#### 3.3.6.6 Significant Contribution

According to Tracy (2010), qualitative research can make a significant contribution conceptually, theoretically, practically, morally, methodologically and heuristically. This research made a significant contribution to the concept of adaptation and transition by suggesting that identity be included in the definition. Additionally, this research helped expand the conceptualization of leisure by identifying that it can be used to help older adults transition to a new home. Theoretically this research applied the transactional perspective to older adults who were moving homes, revealing how the environment can shape their leisure activities, and mutually, how the person can shape their environment through their leisure engagement. In addition, this research makes a significant contribution for leisure providers developing enhanced programming for newcomers moving to the community. This study was also methodologically innovative. I was able to demonstrate how ethnography could be modified for a situation such as the COVID-19 pandemic. I was able to access tacit knowledge through temporal and spatial methods, showing how leisure could be used to help older adults transition to new homes. Tracy (2010) indicates that research can be heuristic, in that it moves people to further explore the research topic or provides a means for action leading to change. Future research areas that were noted from this study could be helpful for leisure researchers who are interested in further understanding the transition process for older adults moving to new homes. Because this is a timely and important topic, further exploration into how leisure helps a diverse sample of older adults move to new homes could have implications for how leisure is provided to older adults with different social relations.

### 3.3.6.7 Ethical

Tracy (2010) indicates that a variety of practices attend to ethics in qualitative research, including procedural, situational, relational, and exiting ethics. Tracy also suggests that situational ethics are the ethical practices that come from consideration of context specific circumstances, such as the COVID-19 pandemic. I had to make ethical decisions based on the particularities of the situation that would be beyond what would be approved from the ethics board. For example, I had to think about how participants would feel about being interviewed through Zoom versus over the telephone. Some participants felt uncomfortable participating in interviews over a screen. I decided to make the ethical choice of providing the option of participating in a telephone interview or turning off their cameras during Zoom to feel comfortable and safe while participating in this study. I also had to ensure that participants felt that their data was kept in confidence. I did this by providing participants the option of submitting their documents in the most secure way (over OneDrive) and the choice of where they wanted to engage in their Zoom interview. Relational ethics are the mindfulness of character, actions and consequences of others when making decisions in the research process (Tracy, 2010). I was sure to create a reciprocal relationship with participants, to let them know that I was not after a “great story”, that is, I wanted to make sure their voice was represented and not exploited (Tracy, 2010). I was friendly and kept the interviews conversational to build rapport. As a recreation therapist and novice research, I have been trained to be supportive and encouraging of participants in their leisure pursuits, without judgement. I was careful with word choice and kept their well-being in mind when discussing their leisure life story and difficult transitions they may have been experiencing. Lastly, I demonstrated exiting ethics by continuing ethical considerations beyond the data collection phase by maintaining pseudonyms to protect the participants’ identities (Tracy, 2010).

### 3.3.6.8 Meaningful coherence

Tracy (2010) suggests that meaningful coherence is when the study achieves what it purports to be about. It uses methods that partner well with the chosen theories and paradigms. Additionally, it meaningfully interconnects literature with the methodology, data analysis, findings and discussion. My study showed meaningful coherence by

demonstrating how leisure played a role in older adults moving to new homes and how sense of home and identity were related to this process. I used a methodology and methods that aligned with social constructivism and the transactional perspective. By using ethnography, I was able to capture and present the experience of multiple people moving to or within London using methods that captured different elements of their transition, such as the spatial and temporal dimensions, which aided in developing coherence. The transactional perspective also highlighted how different elements of their environment shaped their experience of moving, which also added to the coherence of the study. I achieved my stated goal by discussing the concept of leisure and how it connected to sense of home and identity throughout the methodology, data analysis, findings and discussion. I showed how leisure engagement shaped their environment by drawing on social, institutional, and physical elements in their interviews, core summaries, findings and discussion sections. Finally, I showed how leisure engagement played a role in the transition to a new home through elements of the transactional perspective including habits, continuity and action. Overall, this thesis showed meaningful coherence from beginning to end to reveal the importance of leisure in older adults moving to new homes and the implications this has for older adults, practitioners and policy makers in the community.

### 3.3.7 Data management

All interviews, transcripts, mental maps, activity diaries, a master list linking data with identifiers as well as all signed consent forms (see Appendix O) and other possible identifying information, were kept in Western's OneDrive to protect the identities of the participants. All data from this study was electronic. All transcripts were de-identified and participants were coded as P1, P2... P12, and were later assigned pseudonyms. Any identifying information on transcripts (names of people, places, and organizations) were removed prior to sharing transcripts with members of the research team. The data were stored on Western's server, and some data were kept on Western's OneDrive to access during the COVID-19 pandemic because social distancing regulations prevented access to Western's premises during the data collection process.

### 3.3.8 Ethical considerations

This study began once it reached approval from Western University's Non-Medical Research Ethics Board on July 14, 2020 (see Appendix P). All participants received information regarding the study and were informed that they were free to participate or withdraw from the study at any time. Additionally, the participants were required to sign an informed consent form and were assured of confidentiality to the best of my ability prior to the interviews. Each participant was informed that a pseudonym would be used for all their data. However, there were still ethical considerations that had to be addressed, such as privacy. For instance, the entire study had to be conducted remotely, which meant I could not provide a controlled room for the interviews. The participants chose their location for their interviews which meant potentially having someone else nearby listening in, possibly affecting their responses. Additionally, given that data on the cloud can possibly be hacked, there is the risk that the individual's data is not safe. Lastly, when writing up the findings I faced the ethical dilemma of anonymizing the city of London. I recruited the majority of participants from a social club located in London, Ontario. If we included demographics of participants, and the name of the club, it could have potentially identified participants. To remedy this situation, I anonymized the club, as there are several of these social clubs in Canada.

It is possible that some participants may have experienced harm when discussing private aspects of their lives, however I worked to create a safe environment and support the individual if they expressed discomfort in any way. For example, one participant began crying during the first interview and I let them know they could take a break whenever they liked. I also asked participants if they would like to stop the interview and asked them if they were okay. In these ways I aimed to provide a safe space for them to discuss emotions that may have been brought up by the interview.

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**Table 6.** *Participant demographic table*

<b>Participants</b>	<b>Age</b>	<b>Date of Move</b>	<b>Marital status</b>	<b>Moved From</b>	<b>Previous Type of Housing</b>	<b>Current Type of Housing</b>	<b>Reason for Moving</b>	<b>Education</b>
P1	60's	August 2019	Married	London, ON	Two story house	One story Condo/Townhouse	To downsize	Post grad certificate
P2	70's	August 2019	Married	London, ON	Two story house	One Story Condo/Townhouse	To downsize	College diploma
P3	70's	Feb 2020	Divorced	Within Ontario	Two story house	Townhouse	Downsizing (for financial and physical reasons) & family	College diploma
P4	70's	April 2019	Divorced	Within Ontario	Two Story house	Bungalow	Family	Bachelor's degree
P5	60's	May 2019	Married	Within Ontario	Condo	Condo	Economics and Family	College diploma (x2)
P6	70's	Oct 2019	Married	Within Ontario	Bungalow	Bungalow	Family	Bachelor's degree
P7	60's	June 2019	Married	Outside of Canada	Bungalow	Two story Condo with walkout	Missed Canadian culture	Master's degree
P8	70's	Nov 2020	Widowed	Within Ontario	Bungalow Condo	Apartment	To take care of dad	High school
P9	60's	June 2019	Married	Outside of Canada	Bungalow	Two story condo with walk out	To support wife's decision to move back to Canada; plus cheaper cost of living and healthcare	Bachelor's degree
P10	70's	Nov 1, 2019	Married	Within Ontario	Single family home, lots of stairs	Condo with walkout	Couldn't buy from the people they were renting from, moved	High school, 1 year of university

							to London to be closer to daughters	
P11	70's	Feb 15, 2020	Married	London, ON	Two story house	Condo with walkout	To downsize	High school
P12	70's	Feb 15, 2020	Married	London, ON	Two story house	Condo with walkout	To downsize	High school

## Chapter 4

### 4 Findings Paper 1: The role of leisure in older adults adapting to new homes and experiencing other transitions during a pandemic

#### 4.1 Introduction

Moving to a new home can be challenging while experiencing other life transitions, such as grieving the loss of a spouse. Relocating to a new home may have impacts on older adults' well-being, especially if they are experiencing other transitions such as widowhood, health decline, or their partner's health decline (Gibson & Singleton, 2012). Moving homes can involve a sense of loss (Walker & McNamara, 2013) and disruption to routine and friendships (Dupuis-Blanchard et al., 2009; Paddock et al., 2018). Experiencing transitions such as moving can be emotionally distressing (Ewen & Chahal, 2013), upsetting (Sussman & Dupuis, 2014) and challenging to endure alone (Lee et al., 2020).

Moving in the context of a pandemic further challenges the transition to a new home. The COVID-19 pandemic has caused disruption worldwide and has especially affected older adults. Older adults who are over 65 years of age are more vulnerable to the virus (Government of Canada, 2021), concomitantly bringing fear and dissuading them from engaging in their usual activities. Additionally, many countries implemented government mandated stay at home orders, limiting older adults' ability to socialize and engage in leisure (Aybar-Damali et al., 2021). Although COVID-19 has interrupted much of the world's processes, life transitions continue, such as such as widowhood (Lee et al., 2020; Standridge et al., 2020) and health decline (Gibson & Singleton, 2012), complicating older adults' move to a new home. Leisure engagement has been known to help cope with life events (Kleiber et al., 2002), such as seeking new friends with whom to engage in leisure upon moving (Ewen & Chahal, 2013). Additionally, Mueller et al. (2021) reveals leisure strategies that older adults used to cope with their move to an assisted living facility, such as walking, doing puzzles, or maintaining previous social connections from the outside world. Further research is necessary to explore how older adults use

leisure to adapt to a new home and community. Thus, this study was conducted to explore older adults' leisure after moving homes to understand how it may have assisted them in transitioning to their new home and community.

#### 4.1.1 Defining adapting and transitioning to new homes

In the literature discussing older adults moving homes, adapting or transitioning are frequently used to describe this process. Drawing from Olff's research on stress and coping, Ewen and Chahal (2013) define adaptation as an individual's adjustment to a change in their environment and its impact on how they transact in their environment. Other literature focusing on older adults moving to residential care homes define transition rather than adaptation. Wareing and Sethares (2021) use Meleis' (2010) definition of transition to inform their study on the personal, social and cultural factors that affect older adults moving into long term care homes. Meleis (2010) suggests transition is defined as the way people respond to change over time. She suggests individuals experience transition when they need to adapt to new situations. Meleis et al. (2000) suggest that people may be experiencing more than one transition at any given time, and it is imperative that the person acknowledges each transition and engages with it, including connecting and interacting with others and their situation. The person will feel situated and can begin to develop confidence in coping with change and mastering new ways of living while negotiating and maintaining identity (Meleis et al., 2000). Kralik et al. (2009) also suggest that transition is not a linear process with a beginning and end but involves ongoing events that require adjustment throughout life and is thus an ongoing process rather than an outcome. Overall, the literature describes both adaptation and transition as an ongoing process for individuals, with a multitude of elements in their environment shaping their experience, including the social, cultural, political and historical factors. Thus, in this paper adaptation and transition will be used interchangeably to refer to the ongoing processes individuals are experiencing in their lives as they move to new homes.

### 4.1.2 Adapting to new homes and the role of leisure

Some research to date has explored how leisure plays a role in older adults adapting to residential care (Altintas et al., 2018; Lin & Yen, 2018; Roberts & Adam, 2018). When moving to these settings, leisure has been linked to health and well-being (Cutchin et al., 2010; Grant, 2007; Egan et al., 2014; Jolanki, 2021; Minney & Ranzijn, 2016), having a sense of continuity (Andresen & Runge, 2002; Minney & Ranzijn, 2016) and building and maintaining social connections (Ball et al., 2000; Brown-Wilson, 2011; Jolanki, 2021; Miller, 2017; Pfaff & Trentham, 2020). Some articles suggested leisure had a role in the adaptation process (Altintas et al., 2018; Lin & Yen, 2018; Roberts & Adam, 2018). Despite previous research that has suggested leisure may aid in the transition of moving, to date no literature has focused on how leisure may aid older adults moving to individual dwellings in the community. In addition, previous literature focused on older adults' adaptation to assisted living facilities and congregate housing were lacking in detail about leisure's link to adaptation after moving. Further, adapting to a move while also experiencing a pandemic, may relate to leisure in a variety of unique ways. To contribute to research in this area, the research question guiding the present study was "what was the role of leisure in older adults' adapting to new homes and experiencing other transitions during a pandemic"?

## 4.2 Methodology

### 4.2.1 Design

The present study used an ethnographic approach to explore the role of leisure for older adults transitioning to new homes in a city during a pandemic. In this paper, this city will be referred to as "Lilac City". This research focused on the context of moving to new homes in Lilac City by reflecting on and analyzing the change that occurred in these realities (Murchison, 2010) in the context of their communities and institutions (LeCompte & Schensul, 1999). In this study, leisure was conceptualized as a key part of the situation involving the person and their new home and community, following the transactional perspective (Cutchin & Dickie, 2012). In this perspective, the environment

includes the social, physical, cultural, historical, political elements that shaped the person's experiences of engaging in leisure while moving to a new home.

This study was approved by Western University's Research Ethics Board, all participants provided informed consent, and all authors and contributors to this study had received ethics training.

#### 4.2.2 Setting and participants

The study took place in a mid-sized city in Ontario, Canada where there is a large senior population. The names of places and individuals involved in this study have been replaced with pseudonyms for confidentiality purposes. The study took place during the COVID-19 pandemic, in 2020-2021, when there were government mandated lockdowns where individuals were ordered to stay home except to obtain necessities. At other times, individuals were able to go to some community places but had to abide by rules regarding limited size of social gatherings, staying distanced from one another and wearing masks when going out in public. For a significant period of time, individuals were not allowed to engage in leisure activities in public, such as playing sports outdoors or indoors, going to movie theaters or eating out at restaurants and cafes. Recruitment flyers were distributed to several organizations in the community that older adults who had moved might have accessed, including social clubs, senior's centers, seniors' fitness associations, municipal and private senior's clubs, real estate agencies, neighborhood organizations, moving and downsizing companies, and shopping malls. Recruitment flyers were sent to these organizations electronically and in print. The organizations either posted the flyers on a bulletin board, kept a stack in their office to hand out or sent the email flyer to clients by email. Participants were recruited if they had moved to a private dwelling in Lilac City in the last two years, were at least 65 years of age, spoke English and could typically participate in leisure outside the home. Most of the participants had moved to the west side of the city, and one participant was located in the central/downtown part of the city. Twelve older adults (aged 67-79, eight women, four men) participated in the study. Participants included nine married individuals, six of whom were married to another study participant.

### 4.2.3 Data collection

#### 4.2.3.1 Semi-structured interviews

The first author conducted two to three interviews with each participant over the telephone or by Zoom video-conferencing technology (Zoom) from September 2020 to March 2021. Interviews were 30 minutes to 2 hours long and were audio recorded and transcribed verbatim. The first author recorded reflexive notes after each interview.

#### 4.2.3.2 Narrative interview

The first interview was a narrative interview designed to understand the individual's leisure life story from their perspective (Reissman, 2008) in the context of moving to Lilac City. The narrative interviews enabled the participants to describe how they transacted in their environment, where they went, who they interacted with and what they did. The narrative prompt used was:

I would like you to tell me your story of engaging in leisure in your life, including before and after you moved here, including what you did, where you did the activities, and who you did the activities with? I'm focusing on before and after your move, in your home or in the community, alone or with others, before COVID-19 took effect.

#### 4.2.3.3 Second interview: Activity diaries

The participants were asked to complete an activity diary of leisure activities they engaged in before and after moving homes. The second interview was conducted a week following the first interview and focused on the activity diary that the participants had completed. The activity diary was designed to gather a summary of activities they did (Crosbie, 2006). The interview accessed detail of their leisure activities revealing the temporal context of their leisure engagement that may not have been discussed in the narrative interview. In the activity diary and interview, participants provided details about

their experience to reveal how they spent their leisure time, where they usually went and with whom.

#### 4.2.3.4 Third interview: Mental maps

Mental maps allow participants to communicate places that are meaningful to them (Huynh et al., 2008) and in the current study the participants were asked to draw a map of where they engaged in leisure both prior to and after moving. The third interview was conducted a week after the activity diary interview and focused on the mental map drawn by the participants, accessing the spatial context of their leisure engagement (Appendix Q). The interview focused on the atmosphere of the places where they engaged in leisure, and participants were asked to describe the environment in detail. Minimal instructions were provided for how to structure the map to allow participants the freedom to draw where they engaged in leisure as they envisioned it. Some participants drew a map of where they engaged in leisure in their house and backyard, whereas others focused on their neighborhood and community. Participants also had the option to provide photos of their home, neighborhood, or of them engaging in leisure. If participants had provided photos, they were discussed in the mental map interview.

#### 4.2.3.5 Participant observation and contextual data

Although participant observation could not occur due to social distancing regulations, the first author gathered data about the transactions that occurred between the participants and their environment and accessed temporal, spatial, and tacit knowledge through the qualitative methods employed in this study. In this study, the first author engaged in participants' realities with them through interview discussions and by observing what was written in their activity diaries and what was drawn in their mental maps (Bailliard et al., 2013). Additionally, the first author observed the locations where participants engaged in leisure either through distributing flyers in-person or by researching online. To better understand participants maps, the researcher searched the locations where participants engaged in leisure using Google Maps and Google Earth (Appendix R). The online research assisted in understanding the physical elements of place in participant

maps and institutional and historical elements of the environment such organizations that participants mentioned.

#### 4.2.4 Data analysis

Throughout data collection, the data were analyzed using a holistic-content approach (Lieblich et al., 1998) and Braun and Clarke's (2006; 2017) thematic analysis. There is increasing importance in using narrative analysis as an element of ethnography (Cortazzi, 2001). Holistic-content analysis is often used in narrative analysis and involves interpreting the participant's story as a whole; the parts within it are interpreted in relation to other parts of the story (Lieblich et al., 1998). In order to analyze the participants' data holistically, the first author drew on interview transcripts, diaries, leisure timeline and maps to create a core summary for each participant. The core summary included a narrative summary providing a brief overview of the participant's life story as it related to leisure, a table indicating leisure activities before their move and after their move, and information that was pertinent to answering the research question, such as how leisure was shaped by the transitions they were experiencing. In a narrative approach, written accounts summarizing the participant's narrative help determine chronology of the story (Cortazzi, 2001), which was helpful in interpreting participants' leisure activities before and after their move. Following Braun and Clarke (2006; 2017), the first author then looked across participants and found patterns in the data and developed codes and themes central to how leisure was connected to their move. After further refining the codes with the second author, the first author began to code the data using Quirkos software. The first and second author co-coded three transcripts to ensure the coding process was rigorous and to bring additional perspectives to analysis. The next phase involved searching for themes by reading and re-reading the code report, considering relationships between codes and placing codes into categories related to leisure and adapting to the move. These themes were continuously organized and shaped into larger themes, and then refined and named (Braun & Clarke, 2006). Throughout analysis, the first author linked interviewed data to visual interpretations of leisure spaces in the maps and diaries and sought additional information about the places discussed by participants, such as specific clubs or locations, to situate the emerging findings in the

context of the study setting. The first two authors met regularly to discuss ongoing data collection and analysis and discussed the findings with the research team to ensure rigor (Tracy, 2010).

## 4.3 Findings

We developed two overarching themes through analysis. The first theme focused on how continuing to engage in leisure after moving helped older adults to maintain identity while adapting to a new home and in the context of the COVID-19 pandemic. The second theme focused on how older adults used leisure to create social connections to help adapt to their new home during the pandemic.

### 4.3.1 “I’m a reader”: Maintaining identity through leisure

A key part of adapting to a new home was continuing to engage in leisure that helped participants maintain a sense of self. Analysis showed how participants attempted to engage in valued leisure activities after moving to maintain identity, negotiating their new context and the pandemic, and how maintaining identity helped them adapt to their new home. The participants appeared to express who they are through their leisure activities. They described themselves by the activities they did, for example “I’m a reader” (Cynthia) or “I’m an active golfer” (Louis) or Roberta and Rafael, who both suggested they were social people. The participants attempted to continue to engage in these activities after moving and while living through a pandemic. Such actions seemed to be part of ‘settling in’ to the new home and seemed to facilitate adjustment to the new home. Lilac City offered several participants many opportunities to engage in activities, even in the presence of pandemic restrictions, such as reading books from the library and golfing in the summer. One participant was able to continue her passion for cooking at home during the pandemic, possibly helping her to maintain a sense of identity through her transition back to her home country. “...cooking has always been something that's been very important to me...I do cooking and baking....that's been very consistent throughout my life. And then all kinds of different craftwork, all needle based...that's been a constant also” (Eloise). Before COVID-19 took effect she also joined a knitting

group in Lilac City, but had to stop once COVID-19 regulations were put in place, “I did join the knitting group...I felt fairly comfortable there, but...after COVID I never heard from any of those women” (Eloise). This participant experienced a series of transitions. When she first moved she started to adapt through a knitting group. When COVID-19 took effect, knitting in-person with a group became challenging, but Eloise was still able to adapt through leisure in different ways, such as baking and cooking. Additionally, Eloise was inspired to bake by her family background and her love of travel “...I went all through Scandinavia, years ago. And I just loved it there... in my paternal side, there's Scandinavian background.” She continued to bake, although after moving there have been some changes in when she can bake due to a hip injury, “if I'm going to bake in the morning and I'm going to stand a lot, then I have to be prepared to sit down with a hot water bottle for a while” (Eloise). It was evident that she was able to find ways to adapt so that she could continue with her valued leisure activities after moving and during the pandemic, helping her to maintain identity and adjust to her new situation. However, not all participants were able to adapt as easily. Tom moved homes within Lilac City and moved just before the pandemic. He would have been able to continue with his leisure activities if it were not for the pandemic, “And then we moved here...a year ago and because of COVID...that all stopped.” Tom indicated that he had previously been in a bowling league with his wife prior to COVID, “...because of COVID, now they've shut down too. So, we can no longer bowl...we can't play cards. And it's pretty boring. [laughs].” His boredom affected his ability to maintain his identity and adapt to a new home.

Some participants were challenged in engaging in meaningful activities because COVID-19-related restrictions limited many opportunities. These restrictions inhibited their ability to engage in meaningful activities, causing boredom and challenging participants' ability to adapt after moving. In addition to this challenge, several participants were experiencing other transitions, such as becoming a caregiver or grieving a spouse, complicating their ability to adapt after moving homes. At times, participants engaged in leisure not for meaning, but to simply pass time. Karen discussed engaging in leisure at home because she was bored and needed something to do during COVID-19,

such as playing online bridge. "...there's nothing else to do...if you watch the news, it's depressing, and it just it fills in time" (Karen). The pandemic restrictions limited her ability to engage in other, more meaningful leisure activities, such as volunteering. "I've always volunteered...and the people I volunteered with were great" (Karen). She attempted to volunteer after moving but COVID-19 complicated the process. She explained she was going through several transitions quickly with her husband's passing, making it difficult to engage in meaningful activity,

...I was only...there for like three weeks before we went into lockdown because, like, everything happened so quickly. My husband died in September. I listed the condo in October... I moved in November. I had to go back in December and get estate stuff done...Then I was back...I started to volunteer...in December. And then we went into lockdown. And the board of directors won't allow anyone that's not on staff to volunteer... (Karen)

Between COVID-19 regulations and going back and forth between her previous hometown and Lilac City to do paperwork, Karen's leisure was constrained, challenging her ability to adapt to her new home. This was a similar experience to a participant who became a caregiver for her husband (Lydia). Although caregiving removed energy for going out, COVID-19 also complicated engaging in meaningful group activity, such as bridge clubs, further challenging her ability to adapt to her new community. The transition of moving often does not happen in isolation, and older adults may be experiencing other transitions concurrently.

#### 4.3.2 "If anyone is out walking...I'll stop and say hi": Leisure engagement led to maintaining and establishing social connections

Analysis showed that participants actively used leisure as a strategy to build social connections, as they often valued leisure for the opportunities for social engagement and connection that it provided in their new community. As they engaged in leisure, they negotiated their new physical and social environment as well as the environment of COVID-19 restrictions, to build social connections. In this theme, we explore how

moving during a pandemic challenged leisure and how participants worked to adapt their leisure to cope with this challenge and adapt to their new community.

#### 4.3.2.1 Actively using leisure to establish new social circles

Several participants got involved in leisure activities and organizations in their new community in order to meet others and help them adapt to their new neighborhood during the pandemic. One key leisure activity was joining formal organizations such as a condo board or other committee. One couple moved to a condo community in southwest Lilac City, near a park where social events and condo board meetings were often held. Rafael continued to engage in social roles by joining his condo board after moving, “Even though it's work, I enjoy it. I'm on the board here for the condominiums and... Every time I walk down the road, I get accosted...Can you do this? Can you do that and. And I enjoy that...” (Rafael). By becoming a member of the condo board, he was becoming involved with his new community in Lilac City, assisting him in adapting to his new home. During the pandemic he was able to continue his involvement with the condo board by switching their meetings to Zoom, providing consistency with his newly established social circles. Another participant became involved with committees in her apartment building to meet others,

Before the pandemic we joined the social committee, and we joined the landscape committee for the for the building...it was it was a good way to meet people too...At 4 o' clock we [would] have a drink with friends and we [would] have up to 10 people in that group...but we stopped when you had to social distance....hopefully once this is over...we can start our group up again. (Judy)

This participant joined committees as a strategy to develop social circles in her new community but noted the challenge of having to pause social gatherings when the pandemic began. Despite COVID-19 hindering their ability to get together, the participant was hopeful they would meet again soon. These strategies would help her to build social connections within the building, helping her to adapt to her new community.

In Lilac City, a newcomers' club seemed to be key to facilitating social connections for the women study participants. The club provided a variety of ways to be involved and to socialize; they had a monthly newsletter for communicating with members. Individuals were eligible to join the club if they were experiencing different forms of transition, for instance, someone that was widowed, separated or divorced, or recently moved to or within the city. One participant had moved back to Canada, her home country, and looked forward to joining a group where everyone else was new, too. This way, she could avoid the challenge of meeting others in well-established friendships,

...I was thinking that might be an opportunity because everybody was new...coming into a city at our age, it's hard to make friends because everybody has their own circle of friends. But newcomers, I figured...they're all newcomers like I am...there won't be those...hard and fast social circles already established.  
(Eloise)

This participant implied that pre-existing social circles could be exclusionary and she hoped to avoid that by joining a newcomers' club, helping her to adapt to her new community. In addition, participants had to negotiate COVID-19 restrictions as they attempted to build social circles. Government regulations made it challenging to establish social circles and therefore made it difficult for participants to adapt to their new community. For instance, masks and distance impacted being able to connect with others. One participant discussed her experience trying to make friends while wearing a mask, "...when you're sitting at a table with only three of you and you're 6 feet apart... and you're all masked up...it's not that conducive to establishing a friendship" (Bernadette). Wearing masks removed the comfort of being able to see faces when meeting people and meant loss of seeing facial expressions and non-verbal communication, which likely impeded connecting well with others.

One form of continuing to build or maintain social circles during the pandemic was using technology. This included calling and emailing friends or learning to use video conferencing systems. Some participants also used technology to modify leisure activities by switching in-person groups to Zoom, "The knitting group with my sister's friends,

that's always a Zoom visit now. And some of the visits with my sister and brother-in-law and her kids are by Zoom..." (Eloise). This appeared to keep them socially connected to others, even if some participants felt Zoom calls were not the same as in-person. However, switching in person groups to online groups had its challenges. For instance, one participant became in charge of organizing a book club when she moved, although it somewhat stopped during the pandemic because, as she described, the other women were not committed to using Zoom,

... Maybe a year before things shut down...we had park get togethers in the summer that I organized...other than that it's been Zoom...people are not as committed to being on the Zoom calls...I...wrote a letter...that we should discuss...do we want to keep doing these Zoom calls or not? [It] is time consuming to set them up... I'm happy to do it if people are going to show up, but a few times it's been like three of us...And it costs me to have the Zoom program...but if I don't need that, then why pay for it? (Bernadette)

This participant had put time and energy into maintaining social circles and appeared to be frustrated that her attempts to maintain social circles wasn't reciprocated, challenging her desire to continue organizing and engaging with people from the book club and ability to connect to her community. However, there were instances where some participants were not interested in learning new technology to stay connected or to meet others, which impacted their ability to adapt. One participant indicated that she tolerated Zoom, but did not prefer it, "...Most people have adapted to it. I have like 10% adapted and I think I'm at my limit. [laughs]" (Karen). This participant's reluctance to use Zoom might have made it more difficult creating social circles after moving to Lilac City during the pandemic, possibly affecting her ability to adapt to her new home. She also discussed trying connect with others over a Zoom Grief Share but found that it wasn't working for her, "...I did speak to a grief counselor there, but it would be nice when we could get back to...in person meetings. Because... Zoom just doesn't do it for me" (Karen). Her dislike for Zoom challenged her ability to connect with others after moving, making it difficult to adapt.

#### 4.3.2.2 Challenges in establishing social circles

For some participants engaging with others was challenging because of different views on adhering to government policies due to COVID-19, making it difficult to establish new relationships after moving homes. One participant indicated she was concerned meeting with her regular walking partner she had met not long ago from the social club. She indicated they had opposing views on adhering to government mandated policies, concerned that her safety was at risk,

...she said to me that she only ...wants to visit people in person. She doesn't want to spend time with emails or on the phone...She wants face to face. I said to her...I've got some health issues....I can't, not with COVID the way it is. I can't do it. (Eloise)

This participant had to let go of a newly established friendship due to differing ideas of COVID-19 policies, challenging her ability maintain connections and adapt to her new home.

Socialization after other leisure activities also seemed important to participants, and COVID-19-related restrictions prevented them from doing so, negatively impacting their enjoyment of the activity for some participants. One participant suggested the lack of socialization after golfing made it difficult to meet others when moving to a new city,

I have my application to join a women's league. But...it's not going to be the same, because...there's no socialization after, there's no...[staying] for dinner at the club...we just have to work at it. But it's not going to be anything like a normal golf league is. (Karen)

It appeared that the lack of socialization took away some of the excitement and potential to build connections related to joining a golf league, hindering adaptation to Lilac City.

Analysis revealed that it takes time to build social circles after moving homes and not all attempts to meet others through leisure worked out, challenging some participants' ability to adapt to their new community. One participant had lived in Lilac City previously and

had previously established social circles. However, after living abroad then returning to Lilac City some years later, he explained that recreating social circles took time, “...you can’t sort of arrive in the place and expect to...immediately have a wide circle of friends...that sort of thing takes time, doesn't it?” (Kyle). Although he understood that it would take time to meet others, this affected his ability to adapt to his new home and community. He made strides to meet others with his wife,

...we've met a few people that lived in the same complex as we do through dog walking...there's the people that I've been working with that... I've met. There were people that were regular people that were delivered to...I was getting to know them...we were on first name basis...we used to chat away about things.  
(Kyle)

He also tried to meet others on his own while golfing, but did not have any luck, “...I’ve been out three or four times on my own. Never met anybody. And...that's okay. But...it's much better if you're playing with somebody, I think” (Kyle). His strategy for meeting others was through engaging in leisure, but it did not guarantee social connections. COVID-19’s social distancing regulations also complicated engaging in leisure with others they had just met. Kyle suggested he wanted to go golfing with a gentleman he met while walking his dog, but COVID-19 interfered, “We're friendly with one fella and his wife...we had talked about going and playing golf together, he and I...this was pre-COVID-19...I think that once things are back to normal again, we'll probably go and do that” (Kyle). Although he had found someone to golf with, COVID-19 had prevented them from doing so challenging his ability to create social connections through leisure. This would also make it difficult for him to adapt to his new community.

#### 4.3.2.3 Using leisure to maintain social circles

A few participants were able to maintain their prior social connections in order to slowly adapt to their new home, despite the pandemic. Some participants were able to maintain social circles by moving close to where they used to live, involving a short distance to travel to see previous social contacts while making new contacts in Lilac City. They continued to engage in leisure with their previous social circles, allowing them some

continuity while they move to their new neighborhood, such as Louis, who went to visit friends and family in a nearby town,

I've got some friends that I grew up with that we started going to the [social club] and played snooker there about three or four days a week... since we moved to [Lilac City], I still have a connection back in [previous hometown], my main connection, my mum... I go in and visit with her. When I do that I go to the [social club] and play pool too. (Louis)

Being able to go back and forth between Lilac City and his previous hometown gave him the freedom to slowly transition from one city to another, being able to maintain identity with his previous social circles and leisure activities he engaged in with them. This was interrupted when COVID-19 began because many of the social clubs were closed due to government mandated regulations. However, in between lockdowns he was able to return to the social club and continued to play snooker with previous social circles. Similarly, another participant indicated she had not let go of social circles from her previous home, but instead chose to maintain connection by making the two hour drive to her former city on a monthly basis,

I haven't let go [of previous social circles]... I've let go of the book club there. But...I was still going there once a month to play euchre with my old neighbors...but I've done my best to stay in touch with the people there. (Bernadette)

This participant's choice to maintain her previous social circles seemed helpful for adjusting to her new home in Lilac City by slowly transitioning her social circles, that is maintaining the ones from her previous home while also beginning to establish new friendships in Lilac City. Bernadette was accustomed to meeting friends halfway from Lilac City to maintain social circles, but this was interrupted due to COVID-19, "...my girlfriends [and] I would normally get together...go shopping...my best friend lives in [another city]...we often will get together at [another city] because it's not quite halfway but close to...we were still doing that up until December [2020]" (Bernadette). Bernadette was able to continue to visit friends on the weekends prior to COVID-19. Because a lot

of her activities with her previous social circles occurred indoors, such as shopping or the casino, her visits with her friends had to stop, making it challenging to slowly transition to her new home.

#### 4.4 Discussion

This study focused on leisure's role in older adults moving to new homes in the community setting. A majority of the literature discussing older adults moving to new homes focuses on the move to assisted living, long term care homes or congregate housing. By focusing on moves to private dwellings, we provide findings about an additional form of moving. In the following section we discuss the study findings in light of existing research literature, discuss conceptualizations of adaptation and transition in the context of moving, and discuss implications of the study findings.

A key study finding was that engaging in the same or similar leisure activities after moving homes helped participants to maintain a sense of identity. Previous literature on older adults moving to assisted living facilities and long term care homes showed similar findings. For instance, our finding that participants continued to engage in leisure after moving to maintain identity is similar to other literature discussing how continuing to engage in leisure after moving provides a sense of continuity (Lin & Yen, 2018), maintenance of identity (Grant, 2007; Križaj et al., 2018; Pfaff & Trentham, 2020), and adapting to their new home (Petersen & Minnery, 2013). Gardner (2014) indicated that meeting others was key to maintaining identity, another reason why our participants took strides to engage with others in leisure after moving. We further found that participants associated their identities with their leisure activities, and that engaging in meaningful leisure after moving helped them to maintain a sense of self. Dionigi (2002) discovered that older adults who continued to engage in sports as they aged were able to express their 'authentic' self and the continuity of the experience helped to reinforce their identity. The findings of the current study demonstrate how continuing to engage in leisure activities that are consistent with the self can help older adults adjust through transitions they may be experiencing. In addition, the current study demonstrated how older adults' environment and situation relate to their ability to engage in identity-

affirming leisure activities. For instance, the participants who were experiencing other transitions, such as the death of a spouse, were affected by their situation and in turn their motivation to engage in leisure that provided them with a sense of self.

Another key finding of this study was that participants actively engaged in leisure to establish new social circles and adapt to their new community, such as using technology, and seeking out connections in the community, similar to findings in Löfgren et al. (2021) and Mueller et al. (2021). Arroyo et al. (2021) suggested that when older adults moved to collaborative housing, leisure acted as a bond for developing social connections in the building, helping them to adapt to their new home. Our study supports this finding of how leisure can be used to connect with others when moving to new homes. However, other research has shown that there can be difficulties in establishing new friendships in later life. Ayalon and Green (2016) indicated when older adults moved to assisted living, their newly formed relationships were superficial, ingenuine and formed only for companionship (Ayalon & Green, 2016). Their participants also suggested it was difficult to penetrate close-knit circles. Other research focusing on older adults moving to long term care or assisted living reported that participants had difficulty in building social circles because others were ‘not like them’, they had different socioeconomic statuses, were older and had physical and cognitive impairments (Ayalon & Green, 2016; Evans, 2009; Paddock et al., 2018). Additionally, some older adults were not interested in having more than casual friendships (Dupuis-Blanchard et al., 2009). In the community setting, older adults may have more options for establishing connections because of their ability to access connections anywhere in the city, whereas in institutional settings there are a smaller number of neighbors they have access to, making it more difficult to find someone that they can connect with. In some cases, culture challenged developing social circles, as demonstrated in Arroyo et al.’s (2021) study, the culture in Sweden is to keep to oneself and making the effort to socialize was a big step. The participants in the current study also had access to all the leisure activities that Lilac City offered (but fewer during COVID), which might be greater than the options available in institutions. We added that building social networks and engaging in leisure depended on the participants’ situation, as some participants’ efforts were impacted due to other responsibilities and the

pandemic, which challenged their ability to build social circles and adjust to their new home.

The participants also used leisure to maintain previous social circles. Similar to previous research (Löfgren et al., 2021), our participants showed that active engagement is required to establish and maintain social circles and engage in leisure, including making conscious choices about what leisure activities and social relations to pursue, develop or terminate. Löfgren et al. (2021) suggested that maintaining social participation over time was challenging, as there was a need to adapt to new circumstances, such as COVID-19. Similar to Löfgren et al. (2021)'s findings, our study showed that cultivating social relationships entailed negotiations of making efforts to uphold relationships; however, differing ideas of following COVID-19 protocols challenged these efforts for some. A further finding of the current study was that participants adapted their leisure activities and ways to connect with others using technology due to COVID-19 social distancing restrictions. Arroyo et al. (2021) indicated when COVID-19 struck, the residents of a collaborative housing building maintained social connection by using social media and engaging in leisure in smaller groups in locations in the building such as the lobby or garden. Similarly, Lopez et al. (2021) suggested connecting with others online or in-person has become essential to well-being during the pandemic. 'E-leisure' as conceptualized by Nimrod and Adoni (2012) or activities taken up through digital technology can help negate feelings brought on by isolation (Lopez et al., 2021). Our participants indicated how using the phone and Zoom were useful for connectivity in continuing with leisure activities they did before the pandemic, similar to Lopez et al. (2021). However, as Genoe et al. (2018) found, not all participants in the current study enjoyed using video conferencing to connect with others, possibly due to dissatisfaction with that form of connecting. Additionally, Lopez et al. (2021) indicated that leisure engagement using technology was key to staying social during a pandemic, similar to our study, but we add that it is also key to helping participants adapt to their new homes. In the context of moving to a new city, technology helped to maintain recently established relationships, such as continuing condo board meetings over Zoom.

The study findings also contribute to conceptualizations of adaptation and transition. Previous literature has described adaptation and transition as the ongoing process of adjusting to their new situation and the steps they may take to cope with their new situation (Meleis et al., 2000) but do not include the importance of identity in this definition. To add to previous conceptualizations of adaptation, we suggest that the ability to maintain identity is an important element of transition. Paddock et al. (2018) suggested that residents' homes before moving served as a benchmark for their identities, particularly through leisure activities, but their new environment in long term care restricted their ability to maintain identity due to generalized activities meant to please the majority of residents rather than individuals' nuanced preferences. In contrast, our study reveals how continuing to engage in preferred leisure activities helps maintain identity and adapt to their new home. Thus, we suggest that adaptation in the context of older adults moving to new homes involves negotiating place through social connections and leisure engagement to maintain identity.

#### 4.4.1 Implications and limitations

The findings from our study have implications for both practice and research. Implications for practice could involve city organizations providing more diverse leisure opportunities to accommodate varying interests for newcomers looking to build social circles in the community. By offering diverse leisure opportunities, the organizations could meet the social needs of people with various interests and cultures, helping them to maintain identity as they move homes. Practitioners can also create transitioning programs involving leisure to help newcomers integrate into a new community, especially if they are experiencing multiple transitions such as new caregiving responsibilities. Practitioners could also provide alternate methods for social connection during a pandemic when options like technology do not work for everyone, such as gathering in open and accessible spaces such as parks where social distancing parameters can be maintained but older adults can still interact with one another.

Future research could address how engaging in leisure and developing new social connections impacts older adults' identity after moving homes. Future research could also

address facilitators and barriers to building social connections when moving to a new neighborhood and how leisure plays a role in modifying this transition. Future research could further examine how older adults who are experiencing other changes, such as reduced income, cognitive and physical disabilities, and lack of access to a car maintain and establish social circles when moving homes. These transitions may make it challenging to access leisure resources and connect with others. It would be beneficial to incorporate other spatial and temporal methods, such as Global Positioning System tracking and go along interviews to further explore the spatial aspects of leisure for older adults moving to new homes. Research conducted longitudinally could provide temporal information on leisure engagement and adapting to a new community. Future research could also include engaging with or observing older adults engaging in leisure activities after moving homes to better understand the nuances of their experience.

There were some limitations to this study. This sample likely overrepresents older adults who have access to technology and resources to engage in leisure. Although the first author attempted to reach all the organizations that offered services for older adults in Lilac City, it's possible that some might have been missed, resulting in not reaching possible participants. Furthermore, a limitation of recruiting through organizations was not reaching those who did not connect with organizations, especially during the pandemic when they were mandated to stay home and were less likely to see posted notices. Additionally, we acknowledge that many participants who participate in leisure studies are actively engaged in leisure activities in their community. Thus, another limitation was not reaching older adults who struggle to participate in leisure activities. Recruiting a more diverse sample might have provided a wider scope of older adults' experiences moving to Lilac City.

## 4.5 Conclusion

This study adds to the existing literature regarding how leisure is involved with older adults moving to new homes while experiencing other transitions. We have learned how leisure can be used to maintain identity, and build and maintain social connections after moving homes, and further research could explore other ways leisure can help older

adults who may be experiencing transitions adapt in their communities. We add that identity is an important piece in our current knowledge of adaptation, which can broaden our understanding of how to help older adults to maintain a sense of self while experiencing transitions.

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## Chapter 5

### 5 Findings Paper 2: Negotiating social spaces through leisure engagement for older adults moving to new homes

#### 5.1 Introduction

When older adults move homes, there is inevitably a change in place and interactions. Place is defined as the connection between a person and a particular location and is considered a space before creating ties to that place (Cresswell, 2015). Places are constructions developed over time that coincide with our identity, such as home (Rowles & Bernard, 2013), and are subject to ongoing negotiation (Wiles, 2005). Gustafson (2001) suggested places become meaningful because of the relationships people develop with others in that space. Wiles et al. (2009) used the term social space as a way to describe individuals and their relationships and interactions with others in places.

When people connect to spaces they are developing a sense of place. Cresswell (2015) described sense of place as the feeling of familiarity, based on where we have lived before. Hay (1998) suggested the social and geographical context shapes ties to place, such as aesthetics and feeling of dwelling, creating a sense of place. Therefore, a sense of place can include feelings of belonging (Wiles et al., 2009). By engaging in leisure in the community, older adults can develop a sense of belonging (Fortune et al., 2021; Jakubec et al., 2019). Additionally, Fortune et al. (2021) suggested feeling welcomed and valued was key to having a sense of belonging, such as through a welcoming tone and judgement-free spaces.

Research has shown that leisure engagement is shaped by social spaces. For example, leisure activities in assisted living provide an opportunity for social engagement (Grant, 2007; van't Leven & Jonsson, 2002), thereby enhancing motivation to engage (Altintas et al., 2018). Place can also shape leisure engagement negatively, for example, leisure activities with former social connections may deteriorate after moving to assisted living (Egan et al., 2014). In addition, after moving to assisted living, long term care, or congregate housing, residents may experience discomfort in relating to others while

engaging in leisure due to physical and cognitive limitations (Kirchen & Hersch, 2015, Knecht-Sabres et al., 2020; Miller, 2016; Mulry, 2012; van't Leven & Jonsson, 2002), age gaps (Kirchen & Hersch, 2015), gender (Lood et al., 2017) and marital status (Andresen & Runge, 2002). This literature indicates that social spaces can affect older adults' engagement in leisure and development of a sense of place.

Leisure engagement can also shape social spaces, leading to developing a sense of place. Kyle and Chick (2007) suggested place meanings were driven by the leisure activities the participants did with others. Additionally, Kyle and Chick (2007) indicated that the physical attributes of place were not as important as other attributes in developing meanings that participants associated with place, such as the social attributes. Williams and Patterson (2008) posited that meaning is developed through the leisure experiences in the transactional relationship between person and place, which can include social interactions in place.

Leisure has been known to help older adults with transitions, including developing a sense of place when moving homes (Cutchin et al., 2003, 2010; Falk et al., 2012; Walker & McNamara, 2013). In Fortune et al.'s (2021) study, the participants discussed how leisure engagement helped to fill voids from loss or other life transitions and provided a sense of purpose and engagement in their communities. Leisure has helped older adults create ties to place in assisted living by participating in activities with others and making friends (Falk et al., 2012). Cutchin et al. (2010) added that when older adults move to assisted living they experience a shift in leisure participation. Participating in leisure that met older adults' values and interests and continuing with previous leisure activities they engaged in before moving helped create ties to place in assisted living (Cutchin et al., 2010; McNamara & Walker, 2013; Mueller et al., 2021; Petersen & Minnery, 2013).

Previous literature in this area has focused on older adults engaging in leisure and developing a sense of place after moving to congregate living situations, but no research has explored leisure in the context of moving to private dwellings. Further, moving to private dwellings may be a different experience than moving to assisted living, due to the greater independence and lack of support in place to promote socialization through

leisure. Additionally, there is little research on how older adults negotiate place using leisure to develop a sense of place after moving homes. This information is needed to better understand how we can support older adults transitioning to new homes to develop a sense of place in their new social spaces.

To address gaps in the literature and contribute to understandings of leisure and moving homes, this paper explores how older adults negotiated social spaces using leisure engagement while moving homes to develop a sense of place. We explore how social spaces shaped the participant's leisure engagement before and after moving and how the participants mutually shaped their social spaces through leisure engagement.

## 5.2 Methods

### 5.2.1 Methodological and theoretical approaches

Commensurate with understandings of place, the study is underpinned by the transactional perspective on occupation. Occupation is defined as the activities we engage in that occupy our interests, attention and expectations; this can include leisure activities (Cutchin & Dickie, 2012). The transactional perspective focuses on the individual's situation, and relationships between the elements that shape that situation (Cutchin & Dickie, 2012). The environment contains social, institutional, cultural and physical elements, and the individual shapes their environment by engaging in leisure; in turn, the environment shapes how individuals engage in leisure. Older adults may have to negotiate how they engage in leisure activities to shape and create meaning in their new environment as they move homes.

This paper is based on study exploring how older adults negotiated place using leisure engagement while moving homes that used an ethnographic approach with older adults living in private dwellings. Ethnographic approaches are used to understand the experiences of historically and socially situated individuals who create their own realities through interacting with others (LeCompte, 2002), including in communities and institutions (LeCompte & Schensul, 1999). An ethnographic approach helps the researcher to understand the broader contexts that shape older adults' experiences, in this

case leisure engagement and ability to develop a sense of place when moving to new homes. The transactional perspective and ethnography complement each other as they both seek to understand relationships between elements of situational transactions within a culture (Bailliard et al., 2012).

Ethical approval for this study was granted by the University's Non-Medical Research Board.

### 5.2.2 Setting and participants

This setting was a mid-sized city in southwestern Ontario, Canada with a large older adult population. The study took place during the COVID-19 pandemic, from September 2020 to March 2021. Pseudonyms are used for the participants and the city, which is referred to as "Lilac City", to keep participants' identities anonymous. Lilac City has many accessible community amenities where older adults can participate in activities such as pickleball, swimming, and euchre. These activities are offered in community centers, grocery stores and fitness centers. Lilac City also offers a newcomers' club where members engage in social activities with one another. Many of the activities offered to members take place in community centers throughout the city or in members' homes. We recruited participants by emailing or posting flyers to various organizations that served older adults around the entire city, such as shopping malls and social clubs. We physically posted flyers in two seniors centres and two shopping malls, located in the southwest area of the city. Inclusion criteria: individuals aged 65 or older, had moved homes within the last two years, spoke fluent English and had the capacity to participate in leisure activities outside their home. We searched for participants that moved at different times within two years to learn what different transitions could look like. We recruited 12 participants, eight women and four men aged 67-79 years. Six of these participants were married to one another in order to have more male participants and to bring an alternate perspective to the couple's transition to their new home. Almost all participants were recruited from the west side of the city.

### 5.2.3 Data collection

Data were collected using narrative interviews, and activity diaries, mental maps and photos with follow up interviews. These methods were essential for conducting an ethnographic study during the pandemic because they provided access to tacit knowledge that is usually collected from participant observation (Knoblach, 2005) and met COVID-related government-mandated regulations. Interviews ranged from 30 minutes to two hours and were conducted over Zoom (n = 10 participants) or by telephone (n = 2). Interviews were audio-recorded and transcribed verbatim. The first author recorded reflexive notes after each interview. To promote rigor, the first two authors discussed data collection and analysis on an ongoing basis and met with the research team to discuss findings (Tracy, 2010).

The narrative interview described the nuances in participant's leisure life story as an older adult (Riessman, 2008) including how they engaged in leisure in their life and how this changed after moving homes. The original narrative prompt for this interview focused on their leisure engagement before COVID-19 took effect, however, the COVID-19 aspect of the question was disregarded since participants had either moved during the pandemic or their leisure engagement had been impacted by the pandemic after moving.

The participants completed an activity diary describing how they spent their leisure time before and after moving (Crosbie, 2006). The follow up interview accessed the temporal knowledge of participants' leisure engagement from before moving to after moving, further understanding where and when they participated in leisure and with whom.

The mental maps revealed the spatial context of how individuals interpret their environment to construct elements of reality (Huynh et al., 2008). Participants were asked to draw two mental maps of where they engaged in leisure in their home and community before moving and after moving, including rooms in their home, their backyard or parks prior to the interview (See Appendix Q). Participants also had the option to show photos of their leisure engagement, home or community and if provided they were discussed in the third interview.

The first author experienced and interpreted participants' realities with them through discussion of the written diaries and drawn maps (Bailliard et al., 2012). To better understand participants' maps and diaries, the first author utilized Google Earth and websites of local organizations where they participated in leisure to understand the spatial, institutional and historical elements of spaces discussed in interviews (see Appendix R).

#### 5.2.4 Data analysis

This study took a holistic-content approach to analyzing the data, focusing on each participant's story as a whole rather than abstract pieces contributing to theme development (Lieblich et al., 1998). During analysis, the transcripts were coded, and the mental maps and activity diaries provided detailed spatial and temporal context to the transcripts. Analysis began with core summaries developed for each participant to help understand each participant's whole story (Cortazzi, 2001). We also looked for opportunities to illustrate and expand upon the findings through other methods (Bryman, 2006), such as connecting a location noted on a map to text segments in a narrative interview. We mapped the locations that participants engaged in leisure on a city map and looked for any patterns of engaging in the same locations across participants. Through mapping, we noted that almost all participants lived in the southwest part of the city, which allowed us to focus on understanding that particular area.

The transactional perspective was used throughout the analysis to understand how each participant was transacting in their social spaces. We attended to how the context shaped leisure engagement and mutually how participants' leisure engagement shaped their social spaces, such as how the participants engaged in leisure affected the tone of the social space, and mutually how this tone also shaped their leisure engagement. A key thread identified was importance of the social spaces within leisure engagement and further analysis focused on this thread. Codes were identified and grouped through inter-linked ideas to form themes (Braun & Clarke, 2006). Throughout analysis we engaged in reflexive note writing and discussion to ensure rigor, sincerity and credibility (Tracy, 2010).

## 5.3 Findings

### 5.3.1 Navigating place and leisure engagement in a couple or as a “fifth wheel”

The analysis suggested participants’ leisure engagement and sense of place was shaped by their immediate social spaces, such as their spouse, before and after moving. Spouses often facilitated each other’s leisure by engaging in leisure together, bonding them and leading to a sense of belonging in the new place. One participant indicated that he taught his wife how to golf so that they had a leisure activity to do together, “One...of the best things I ever did in my life was teach my wife to play...she plays a lot more than I [do]” (Louis). In this way, Louis helped to create a social space that was supportive of his leisure. Their support of one another also appeared to help them establish sense of place while transitioning to a new home. For example, when they moved to Lilac City, they continued to play golf at a new golf course together because they didn't know anybody else,

...my wife and I both joined the city courses and played a lot of our golf at [location]...it's...five minutes away from where we are...In the last couple of years... I've played a lot more with [wife’s name] than I have with anybody else. (Louis)

Furthermore, Lilac City has multiple golf courses, with one located close to their new home, which was convenient for golfing more frequently with his wife, facilitating their leisure activity.

There were instances where spouses could not support each other’s leisure engagement, specifically related to a spouse’s inability to engage in leisure, need to provide caregiving to a spouse or other family member, and coping with death of a spouse. One participant was a caregiver for her husband and indicated her lack of freedom to engage in leisure, “I'm not very free. I have to stay home sometimes...that’s limited my activities” (Lydia). In her previous city, Lydia had established social circles, making it easy to engage in

leisure when she did have spare time. She indicated she knew it was important to meet others to reestablish herself, "...it would take a lot to go back...I have to meet people, but I'm tired" (Lydia). Her social role as a caregiver meant she had less time and energy for leisure, making it difficult to transact in her new space and meet new people to establish place.

In one instance, a participant moved after the death of her spouse, and her grief as well as lacking the presence of her husband challenged leisure engagement and appeared to prevent developing a sense of place. Karen's initial reason for moving to Lilac City was to become a caregiver for her father, but she was not interested in staying in Lilac City, "...I'm not saying no, but I don't see this as a long term.... I just [don't] want to rush into something when I have not been in this city for... forty-four years...this is...like a gap year for me" (Karen). She had moved to Lilac City due to obligation and family values, indicating that she felt unsettled in her new home and lacked a sense of place in her new city. The loss of her spouse might have dampened her motivation to create ties to place in Lilac City. By not engaging with others, Karen appeared to, perhaps inadvertently, shape her social spaces such that she was isolated.

Single older adults often interacted with groups of people that had spouses, which they indicated at times felt exclusionary. For instance, Mara shared the challenge of engaging in leisure with other couples when she did not have a spouse,

...when you were one on one in a friendship with the wife, you were friends. But once the spouses entered, it was a whole new dynamic....for some spouses...I sensed that it was difficult for them to have a single woman in the group... it just got to the point where I wasn't as comfortable...It was like [being] a fifth wheel.  
(Mara)

Mara's sensed that her leisure engagement as a single woman created discomfort among the couples in the group; unfortunately, her presence shaped the social spaces in a way that was not supportive of her own leisure engagement. Although Mara indicated she felt out of place engaging in group leisure activities with other couples, this was not the case

in Mara's new neighborhood. Mara mentioned how her new neighbors were very friendly and inclusive, helping her to feel a sense of belonging,

...when I first moved in, I was told that there was a Wine Wednesday...and of course, they're all spouses here....they are very friendly....[One] Wednesday I thought...I really do need to go out...I went out and... they're very...welcoming, very inclusive...the women...offered their husbands for work around the house. One came in to help me finish a corner of my bathroom that I was painting, and I couldn't reach it...I never had so many people helping me out with things before.  
(Mara)

Despite being single, Mara began to develop a sense of place when neighbors invited her to community events that involved leisure. The inclusive neighborhood provided Mara the opportunity to create ties to new social spaces.

### 5.3.2 Having “newness” in common: Looking for shared characteristics when establishing social spaces

A further aspect of social spaces that related to leisure and development of sense of place was a sense of similarity to others in the social spaces. Analysis showed that shared characteristics with others were important in helping older adults to create a sense of place and a social space and engage in leisure. It seems that the participants consistently sought people with similar characteristics to them, for example, past work experience, interests, gender, and age, and that these similarities led to finding shared leisure interests and further engagement. Shared personal characteristics and shared leisure interests relate to sense of belonging and seemed to be a key part of sense of place. However, there were complexities within these transactions with others, such as exclusionary behavior that shaped leisure engagement in a negative way. The ways participants sought to engage in leisure with others sharing similar characteristics shaped how they did or did not develop a sense of place after moving to Lilac City (see Table 7).

### 5.3.3 “This is not fun anymore”: How the tone of social spaces shape leisure engagement

Analysis revealed how the tone and atmosphere of the social space shaped leisure engagement, and how leisure engagement shaped the tone. Tone can be defined as the general character of place, the experienced atmosphere where individuals create meaning (Creswell, 2004). The tone of the social space could include the unwritten social rules or ways of being in place. Our analysis indicated that the tone in some settings acted as a social barrier to leisure engagement, including competitive behavior in some social groups and unfriendly peers. However, in some situations, the tone of the social space was a facilitator to leisure, and their ability to develop a sense of place within social circles in the community.

Activity groups that valued and enforced rule-following and competitive behavior in the social space acted as a barrier to leisure and developing a sense of place. One participant indicated that an unwelcoming social space was created by the person in charge of a group activity. When she began to engage in the activity with others in the group, she felt her leisure was hindered by an unfriendly leader setting a negative tone for the group,

...I tried a number of the different groups like the [specific activity] group...but there was one particular person there who was a long-time member of the club and she kind of put a damper on the games, because she was very rigid in her approach...for example, I was...with three other people and we were laughing...Well, this woman called out from the other side of the room and said that we needed to keep it down because we were...too loud...Then another day... we were all beginners...when it was my turn, she told me that I that I [made a mistake]...I thought... really? Is that...necessary? ...If COVID hadn't come along, I would not have continued because I... thought, this is not fun anymore. (Eloise)

The woman in charge was a longtime member which appeared to mean having power over the group, affecting how newcomers engage in leisure in that setting. This participant had a challenging time transacting in a space where she felt how she engaged

in leisure was unwelcome. It appears this type of transaction dissuaded her from continuing to try to establish place in this social space. Another participant described a group she belonged to in which members insisted on being competitive rather than social, taking the fun out of the activity,

It wasn't terribly social. It was like let's get down to business and this is how we do it...'You mean, you keep score?' 'Well, don't you keep score'? 'No, we're just playing...for fun, we don't need to keep score'. Well, how do you play without keeping score? You know? (Bernadette, 509).

This group's strict dynamic shaped how she engaged in leisure and made it challenging for her to connect with others, affecting how she could create ties to place.

Some participants suggested the atmosphere where they engaged in leisure helped to create a sense of place. For example, one participant suggested her exercise instructor brought good energy to the room, "... every instructor brings a different...energy to the room...the one I had this morning is so much fun...the instructors really do make a difference" (Cynthia). The 'fun vibe' allowed the participant to feel the energy and connect to this space. This participant attended this same exercise class before and after moving, helping her to maintain a sense of place through leisure.

## 5.4 Discussion

This paper focused on how older adults negotiated social spaces using leisure engagement to develop a sense of place while moving homes. While much existing literature has explored other forms of transition, such as death of a spouse or retirement (e.g. Dare et al., 2018; Standridge et al., 2020), the current study adds to the more limited literature on moving homes, which can be a challenging transition. The following section discusses how the findings of the current study relate and add to the existing literature regarding older adults' leisure engagement and developing a sense of place after moving to new homes.

Analysis revealed the importance of participants' social spaces in leisure engagement and ability to establish place. The participants in the current study often engaged in leisure in these new places with their spouses, creating meaningful experiences. Further, Hay (1998) discussed how bonds between spouses can strengthen attachments to place, which could be attained through leisure engagement. Thus, we assert that participants' bonding experiences with their spouses through leisure engagement in the current study led to creating ties to place.

In this study, being single affected how the participants could develop a sense of belonging while engaging in leisure activities. Similar to the current study's findings regarding the challenges of engaging in leisure with couples while single, Standridge et al. (2020) found that widows joined new social groups but often left once couples arrived due to the different dynamic formed in the groups. In addition, Moreman (2008) noted the feeling of being a 'fifth wheel' changed the experience of the social space, similar to participants in the current study who felt isolated from their married friends, motivating them to leave such groups. We add that this discomfort in engaging in leisure with other couples affected their ability to establish a sense of place.

The study findings also show how sharing characteristics with others supported leisure engagement and creating ties to place. Woolrych et al. (2021) suggested that older adults chose to engage with others within or outside of their perceived age demographic as an act of negotiation. Similarly, the participants in the current study negotiated place by choosing to engage in leisure in a space with people of the same age, and senior's centres were for people who were much older. This perception seemed to affect how they strengthened their ties to that place. Furthermore, the participants in Woolrych et al. (2021) found available programs and activities often unappealing and the older women in the current study echoed this sentiment by suggesting that Lilac City did not offer enough programs for their demographic. Hay (1998) indicated that creating bonds with others of similar characteristics can provide feelings of security, belonging and stability, which could be achieved through leisure engagement. The findings also suggest that making connections with others with shared characteristics created a sense of belonging and sense of place.

Some participants preferred to engage in leisure in community settings with others who were also newcomers, to establish ties on a common ground. Woolrych et al. (2021) indicated that feeling included within a group was always beneficial but suggested there were barriers to negotiating access when social groups had already been formed around key activities. Some of our participants found it challenging to develop friendships in groups even when they shared similar characteristics. Challenges in negotiating access to previously established groups likely prompted participants in the current study to seek leisure opportunities with other newcomers. This may have been due to established friendships and social cliques within groups, as discussed in Ewen et al. (2019), challenging their ability to penetrate close knit circles and create ties to place. The participants from Ewen et al.'s (2019) study indicated they were aware of people being excluded from groups because they failed to conform to the congregate building's social culture. Social cliques have been found to exist in residential settings and community centers, however, we add that cliques can be formed even within newcomers' clubs where everyone is (ideally) joining on a common ground. Transacting in these social spaces can prevent newcomers from engaging in leisure and establishing a sense of place in their new community.

The participants indicated that having a positive atmosphere in their social spaces affected how they engaged in leisure and established a sense of place. The participants suggested having a fun instructor created a welcoming atmosphere, similar to participants from Dare et al.'s (2018) study. We add that the instructor affected the social space as a whole, by developing fun vibes in place that created meaning and a sense of belonging for participants.

The participants also indicated that the tone of the social space created a barrier to their leisure engagement, affecting their ability to establish a sense of place. This tone was shaped by social interactions while engaging in group leisure activities. Much of the previous literature discussing older women's leisure engagement within a group setting has focused on the positive elements of social interactions without highlighting the possible tensions that may have coexisted in the social space. One exception is Wood and Danylchuk (2012), who drew on Scott's (1991) concept of gatekeeping mechanisms,

describing how other group members can limit or prohibit the newcomer's involvement in the group. Similarly, in the current study, some of the participants experienced these gatekeeping mechanisms when attempting to establish a sense place with a new leisure group. The leader acted as the gatekeeper, creating pressure to follow certain rules and an uncomfortable atmosphere for participants to play and interact with others. Ewen et al. (2019) also indicated there were unwritten social rules to be followed, such as expectations to attend social events. Our findings indicate that such leisure experiences pose a barrier to creating a sense of place and transitioning to a new home.

By using a place perspective, we demonstrated how leisure is linked to developing a sense of place after moving homes. We showed how the participants' social spaces shaped their leisure engagement, such as the tone of the social space, and mutually, how their leisure engagement shaped their social space, including how they interacted with others. The participants negotiated social spaces by engaging in leisure with others who shared similar characteristics, helping them to have a sense of belonging and develop a sense of place.

## 5.5 Implications

Our findings have implications for practice and policy and highlight areas for future research. Leisure plays a critical role in the lives of older adults and is tied to creating social connections in the community and navigating and creating place. There is a need for policymakers for age-friendly communities to recognize the multiple factors affecting older adults in communities that could challenge their ability to establish a sense of place, such as experiencing a move along with other transitions, such as losing a spouse, or caregiving responsibilities. There is also need for programs to support development of sense of place for newcomers to a community, which could be achieved through leisure engagement such as municipally-run welcoming socials. Future research can further address how the tone of social spaces can constrain leisure engagement for older adults seeking connections in their community. Additionally, future research can focus on older adults moving to new homes who may not have access to leisure resources, including technology. The participants in this study likely overrepresent older adults who were

active in their communities and had access to technology. Because the study took place during a pandemic, recruitment was conducted through technology, and we could not reach people who did not have access. Finally, the recruitment of a more diverse sample along other lines of identity such as ethnicity or sexual orientation might have expanded our understanding of how older adults use leisure to create ties to place.

## 5.6 Conclusion

This study illustrated how older adults' leisure engagement shaped their social spaces and mutually how social spaces shaped their leisure engagement after moving homes. We have learned that spouses help shape leisure engagement and noted the differences of navigating a new space while being single. We also add that older adults look for shared characteristics with others when seeking leisure pursuits and indicate that the tone of social spaces can shape leisure engagement. Finally, we illustrated how leisure engagement can relate to creating of sense of place, specifically, sense of social place, in older adults who have moved homes. This research has implications for developing new programs to help older adults establish a sense of place after moving homes.

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**Table 7.** *Shared characteristics that shaped participants' leisure engagement and supported them to develop a sense of place.*

<p><b>Shared characteristics that shaped leisure engagement and sense of place</b></p>	<p><b>Details</b></p>
<p>Engaging with age peers shaped leisure and sense of place</p>	<p>Many participants indicated they have more commonalities with others the same age, "...every unit here except for... right next door is over 70... I love it...it's wonderful to be in a community [that's] age related" (Roberta). This encouraged one participant to go out onto the streets to meet neighbors, "...anyone that's walking. I'll stop and say hi...if they're going to stop, I ask them what unit they're in...it's just meeting new people. I love it." (Roberta). The move to a neighborhood where there were others her age shaped how she engaged in leisure with others and allowed her to develop a sense of place.</p> <p>A couple of participants avoided leisure engagement at seniors' centers because they did not want to interact with older seniors. One participant indicated the leisure programs at a senior's centre in Lilac City were undesirable due to the older population, "...then when we moved here...my husband and I both wanted to get involved [with a senior's center], but...when I went to the one... the people were in their 80s and 90s... I prefer to have a class that has younger seniors in it..." (Judy). This participant wished she could engage with others her age as she had at her previous senior's centre. Similarly, another participant suggested that if he engaged in leisure with seniors who were older than him, he might become one of them, "I don't see myself as being old...being in that sort of environment hit home a little too strongly for my thinking" (Kyle). This participant sees this group of people as his future and not his present, preventing him from engaging in leisure and developing a sense of place.</p>
<p>Engaging with only women supported leisure and sense of place</p>	<p>Some women participants indicated they related better to women than men on multiple levels when engaging in leisure and described a sense of belonging and sense of place with other women and a sense of un-belonging with men. For instance, "...guys would have a different take on things or they want to talk sports...And a different sense of kidding with each other...I think when it's just the women, it can tend to be, we'd be more</p>

	<p>lighthearted” (Bernadette). Oftentimes, discussions with the men were surface level, for example speaking only about business. Another participant stated she “[doesn’t] golf with men” (Judy) because the men were too competitive. When engaging in leisure with women, they appeared to form deeper connections and subsequent sense of place.</p>
<p>Engaging with newcomers to build a social network supported leisure and sense of place</p>	<p>Participants described the benefit of joining a newcomer’s club as the fact that everyone else was new too, removing the fear of being judged or trying to become a part of a group that’s already been formed, helping to create a sense of place. “...we all have the newness in common here... that’s ...your instant entree into the group is you’re all new...some members of the group have joined because their life circumstances changed. They’re widowed or newly divorced or they’re a caregiver perhaps for a spouse with Alzheimer’s, that kind of thing...[it’s] kind of a social and support group...” (Bernadette). The participants who joined the newcomer’s club were given the opportunity to meet others who were new in some capacity, including moving homes. This allowed them to create a sense of place with others who were experiencing similar transitions.</p>
<p>Engaging with people with similar interests shaped leisure and sense of place</p>	<p>Some participants developed ties to place by engaging in leisure with others who had similar interests. One participant became involved in a business club that led to developing social circles and a sense of belonging with others, “... then we decided to start a book club there. But instead of reading novels, we’re reading more business-related books. And then having monthly discussion via Zoom about the book that we’ve been reading” (Bernadette). This participant found a club where she could engage with others who shared similar interests, but this strategy did not work for all participants. For instance, one participant attended a golf course after moving hoping to meet others with similar leisure interests but was unsuccessful. He found his leisure engagement was hindered because he could not find anyone to golf with after moving to Lilac City. “...I’ve been out three or four times on my own. Never met anybody. And...that’s okay. But...it’s much better if you’re playing with somebody, I think.” (Kyle). He had met others in his neighborhood but they just did not seem to have a similar interest, “...I don’t think he’s as keen a golfer as I am....I’d be up at least once a week... if he was interested in playing regularly, I certainly would be. But I get the feeling that...he’s not that keen on golfing...” (Kyle). The challenge of not finding anyone to play golf shaped how he developed a sense of place.</p>

<p>Engaging with people of similar skill levels supported leisure and sense of place</p>	<p>One participant joined a bridge group after moving with the intention of having a similar skill level as others in the group. She indicated that bridge was a universal game and meant everyone in the group would be familiar with the rules, “that's a game that you play everywhere around the world.” (Lydia). She felt that being as skilled as everyone else playing the game contributed to her feeling comfortable and connecting with others to establish a sense of place.</p>
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## Chapter 6

### 6 Discussion

This section summarized the key findings and insights gained from conducting this ethnographic study. I began by revisiting reflections I made throughout the study process, including both theoretical and methodological insights gained, as well as my development as a researcher over the past five years. I then explored the theoretical insights gained from the findings and applied it to the transactional perspective. Subsequently, I described the implications this study has for practitioners and policy makers in community settings who work with older adults. I also attended to the strengths and limitations of the study as well as directions for future research.

#### 6.1 Reflection on the research process

The crafting of the introduction to this thesis helped me to understand the literature on adaptation and transition and their relation to older adults moving to new homes. Through conducting an integrative review for my candidacy exam, I learned how place, leisure and identity are inter-related, helping to inform my dissertation topic area. I learned how these concepts were inter-related and the implications these interrelationships could have on older adults moving to new homes. After analyzing my integrative review findings, I had new questions that I could apply to gain deeper insight into this topic area. I applied my new questions in the form of a scoping review, presented in chapter 2. I was interested in exploring the role of leisure in older adults moving to new homes. After reviewing the literature, I found there was evidence linking engagement in leisure to older adults adapting to new homes, including experiencing life satisfaction, increased well-being, and time for personal growth. Leisure was also linked to continuity of identity and facilitated social connections and accepting changes in their body. In some ways the environment was a facilitator and barrier to leisure engagement in their new home. I noted the gaps in the current literature, which led me to develop the research questions used to guide my study.

While conducting my study, as outlined in my third chapter, I gained methodological insight into how to approach situations where I would need to conduct research remotely, such as during the COVID-19 pandemic. Although I cannot compare the qualitative results of collecting data remotely versus in-person, accessing tacit knowledge through diaries, maps and interviews was an innovative and efficient way to collect data within an ethnographic approach.

I learned that I had knowledge of some locations in London, but there were many that were discussed in the interviews that I had not heard of or visited, which hindered my ability to relate to participants' experiences in those areas. I was prevented from learning more about these places due to COVID-19 related restrictions and many of these places being closed. However, I did learn about programs offered at these locations by visiting their websites.

In my fourth and fifth chapters I included two manuscripts written on the findings from my study. The fourth chapter manuscript is based on my findings regarding how older adults used leisure to adapt to new homes while experiencing other transitions in the context of COVID-19. The fifth chapter manuscript focuses on how older adults negotiated place through leisure engagement after moving homes. The next section describes how my findings from these two chapters are related to the transactional perspective.

Throughout my time writing my dissertation, I gained much insight on writing, theory, and designing, implementing and analyzing while conducting a research study. Additionally, I learned how to navigate conducting a study during COVID-19. I learned how to conduct an ethnographic study and employ unique methods to collect data in order to access different types of information. From beginning to end, I gained the experience of developing a study that would have been conducted in-person and the experience of creating a remote study that remained aligned with an ethnographic approach. I learned how to be resilient during data collection and think outside the box when it came to ways of reaching older adults while following social distancing regulations. I also experienced analyzing qualitative research, which I had never done before. I learned how to relate the transactional perspective to older adults moving to new homes, and how multiple factors in the environment shaped leisure engagement for the participants. During my PhD I have learned innovative ways of accessing and working with data which will be helpful for me going forward in my career in research.

After completing this study, I noticed that my view of how the environment shapes leisure changed. Theoretically, I understood that the environment would shape leisure engagement, but I did not know what that looked like until I co-created this knowledge with the participants. I had the opportunity to see how different elements of the environment shaped the participants' leisure engagement, including the social, institutional and physical aspects.

## 6.2 The findings of this study and their relation to the transactional perspective

The purpose of this section is to interpret the findings from chapters 4 and 5 using the transactional perspective to better understand how participants used leisure engagement to transact in their new environment after moving homes. The transactional perspective helps understand the context of transition for older adults. It indicates where and when transactions happen and how older adults and their social networks are connected in an ongoing process of moving to new homes in the context of London, ON (Rosenberg & Johansson, 2012). The transactional perspective stems from John Dewey, a pragmatist (Cutchin & Dickie, 2012). Some of Dewey's themes of pragmatism included habits, continuity of humans and their environments, action, and meaning (Cutchin et al., 2008; Cutchin & Dickie, 2012), which present a worldview that focuses on holistic relations being remade by transactions to address ongoing change (Cutchin et al., 2003). These themes are elements in the transactional perspective (Cutchin & Dickie, 2012) and will be related to my findings.

### 6.2.1 Habits, continuity and action

Dewey suggested habits are an important aspect of the human experience, that are more complex than responses to stimuli in the environment (Cutchin et al., 2008; Cutchin & Dickie, 2012). He indicated that humans function through habits exhibited through behaviours, desires, their ability to work, morals, and will (Cutchin et al., 2008). Furthermore, Dewey explained that habits are socially constructed and are developed based on individuals' exposure to systems of activity in the environment. These social structures create unconscious habits that guide thoughts, values and behaviours (Cutchin et al., 2008; Garrison, 2002). Coppola (2012) adds that habits drive action within the circumstances of the present situation. Garrison (2002) noted that the social habitat is the most important influence shaping individuals' habits. Thus, the cultural and social

processes that help shape us are significant in how we transact with our environment (Cutchin et al., 2008; Garrison, 2002). Dewey's notion of habit was a helpful way to understand the participants' actions when transacting in their new environment after moving homes. The idea of transacting based on habits explains why the participants continued to engage in leisure to maintain a sense of self as they integrated into a new environment. Habits also explain the continuation with previous relationships and the actions taken to reach out to establish new social networks to integrate into a new place, such as joining social clubs and using technology to maintain connections. However, habit was only one element driving their behaviour to integrate into their new environment. Continuity and action also helped older adults to use leisure to transition to their new homes (Cutchin, 2004).

Continuity is about person and place as they relate to their past, present and future (Wright-St. Claire & Smythe, 2012). The past influences how the person think and acts in their environment as they move through time (Wright-St. Claire & Smythe, 2012). Continuity also involves how individuals relate to others, that past relationships help account for how the person will act in their current situation (Wright-St. Claire & Smythe, 2012). Coppola (2012) adds that continuity consists of habits that are learned through these past situations and are used for understanding and acting in new situations. In the current study, continuity is a way of understanding the transition of older adults moving homes, how the person and place continued as they experienced this transition. Leisure engagement demonstrated how the participants in the current study took action to transact within their own context of moving to new homes. Their past situation of engaging in leisure informed how they were going to act after moving homes. As the participants continued to engage in meaningful leisure after moving homes (i.e. enacted habits in a new environment) they revealed how person and place continued over time. They also showed how their past relationships influenced how they would maintain social connections through leisure after moving. For example, one participant commuted to continue her bridge club in a city that was an hour and a half away from London. This participant took action to negotiate her leisure in the context of moving to London by continuing to drive to her previous hometown to play bridge. She understood her new transition to London meant that in order to maintain these relationships from her previous place, she had to alter her actions. Additionally, the older adults used their past situations to inform how they were going to establish new connections after moving homes. They used strategies (i.e. habits) to develop social connections in the past, and

put them into action (such as joining clubs to meet others) to have continuity of person and place. The participants who were new to London needed to transact in their new social environment, which meant navigating new relationships in the social clubs they joined. Cutchin (2007) also refers to Garrison (2001) who suggests the transactions between the person and the place continually change due to uncertainties and instabilities inherent in the changing world. The move to London involved a shift in the environment for many participants, and leisure engagement was one of the actions they took to adapt to their new home amidst the uncertainties and instabilities in their world.

Furthermore, Dewey described action as what individuals do when they are faced with conflict (Cutchin, 2004). Cutchin (2004) suggested although we are involved in habitual action (i.e. habits), our behaviour can change due to our circumstances and issues that arise, and we then take meaningful action to solve these issues. An example of conflict faced by participants in this study was the COVID-19 pandemic. The social distancing restrictions affected how they could engage in leisure and establish a sense of place. This influenced participants to take action to create new habits of maintaining and establishing social connections after moving homes through socially-distanced leisure engagement. These newly formed habits were a way of negotiating the environment to integrate and adapt. For example, one participant indicated that she went on frequent walks outside to meet others in her neighbourhood during the COVID-19 pandemic.

An element of the current study's findings that is not well-explained by the transactional perspective is the concept of individual choice. The transactional perspective focuses heavily on how the environment shapes the individual's habits and actions but it also suggests individuals have the freedom to make choices. The concept of freedom can be understood as people using habits to transact in their environment while comparing to others' unique conditions and transactions to learn about possibilities for future growth and development (Aldrich & Cutchin, 2012). This freedom leads to growth, or actualizing of possibilities (Aldrich & Cutchin, 2012). Aldrich and Cutchin (2012) indicate that growth involves unending opportunities for individuals to freely enact habits in changing and uncertain situations in the world. Growth is posited as a positive experience, and it is unclear whether growth can mean that individuals can make choices that are detrimental for them. The transactional perspective appears to assume that individuals

observe others and transact in a way that always leads to enhancement in their life. The current study findings suggest that individuals also take action that could be harmful to their well-being. For instance, one participant was active in leisure in the past, but this changed after the passing of her husband and moving to London. She indicated that if it had not been for the COVID-19 pandemic, she would have joined many social groups. Following the transactional perspective, her environment changed due to the loss of her spouse and moving homes and her habits continued to drive her to engage in leisure after moving, such as engaging in leisure online in response to the change in her environment. She learned that she did not like to use Zoom to be social with others (a further challenge) which altered her previous habits. This participant, however, appeared to disengage from leisure entirely and did not act on opportunities for growth, responses that might not be predicted using the transactional perspective given her previous habits.

### 6.2.2 The situation

In Dewey's worldview, the human experience is always situated and contextualized (Cutchin, 2004), meaning that the environment shapes how an individual transacts. A situation is when and where a transaction occurs (Rosenberg & Johansson, 2012). Additionally, situations provide the material context for understanding experience and they make us part of others' worlds and socially connect us with others (Cutchin, 2007). Cutchin (2004) posited that situation is related to the continuity of the person and their environment. Further, Dewey suggested our situation is created by inhabiting our world; we move through the world and it moves through us (Cutchin et al., 2008; Garrison, 2002). The situation predicts how the individual will behave in their environment (Cutchin et al., 2008). The participants' unique situations, such as being single or married and having other transitions occurring simultaneously, affected how they were able to transact in their new environment after moving homes.

Habits and their relationship to the environment are characterized by the function of transactions (Aldrich & Cutchin, 2012). Individuals aim to functionally coordinate their habits to facilitate harmonious and balanced transactions in the environment (Aldrich & Cutchin, 2012). Situation and motivation are essential to understanding the complexities of humans transacting with their environment. Motivation, according to Dewey, helps us to functionally coordinate ourselves and

our situations (Cutchin et al., 2008). We all have goals as ends-in-view that motivate our action (Cutchin et al., 2008). In this way, many of the participants in this study were motivated to engage in leisure as a way of functionally coordinating in their new situation. They demonstrated their motivation by actively seeking out social connections in various social spaces in London, such as walking paths and golf courses. When the participants moved homes, they were functionally coordinating in their own situation, including the transitions they were experiencing in their life, the shared the context of London (primarily southwest London) and the experiences of moving and engaging in leisure.

Individuals functionally coordinate in situations with others, meaning their situations are inextricably linked. Drawing on Campbell, Wright-St. Clair and Smythe (2012) posit that actions occur within situations as a contextual whole, and that individuals can understand the single events or details that make up that situation, including how others are involved in their experiences. The concept of situation helped me to better understand how my experiences of moving to London were similar to the participants' experiences. Understanding the complexity of participants' situations as a whole helped me to acknowledge the influence in their leisure engagement post-move. I also understood that the participants' experiences were connected to one another through similarities in their situations other than moving to London, such as being at similar life stages which lead to experiencing additional life changes. Considering the whole picture also helped to understand different parts of the environment that could be changed to better promote functional coordination in the future, such as services that may be offered to help older adults experiencing transitions. In the current study, the participants' situation shaped how they could engage in leisure and develop a sense of place. For example, Kyle moved to London from abroad and did not have any social networks in London except for his wife. Kyle's attempts to create social ties through golf were not successful. In comparison, Louis, another participant who enjoyed golf, moved from a nearby city, already had social connections in London, and used these connections to engage in leisure and develop a sense of place. The situation of where the individual moved from and their previously established ties to place mattered in terms of how they were able to adapt to their new home through leisure engagement. In another example, Lydia moved from within Ontario, but far enough that she could not see her friends as frequently as others who had moved from cities that were closer to London. In addition, she had caregiving

responsibilities that others in her social networks did not share. This situation challenged her sense of belonging and sense of place.

Power was a key element in situations that shaped the leisure experiences for participants. The transactional perspective encompasses all elements of the environment although a notable element from the findings of this thesis was how the tone of the social spaces either facilitated or hindered the participants' leisure engagement. Through a transactional lens, Laliberte Rudman and Huot (2012) discussed how agencies or authorities can shape experiences of individuals. In my findings, when the social space of a club was already established by members, they had the power to shape how new members were welcomed into the group and affected how new members developed a sense of belonging and a sense of place. For instance, a newcomer social group in London had participants that were members for decades, likely bringing a different dynamic to a group designed for newcomers. One participant switched groups within this club because she felt the group she joined was already well established, resulting in a negative leisure experience. Drawing on Laliberte Rudman and Huot's discussion of power helps to interpret the social and institutional situations that shaped the participants' leisure engagement.

### 6.2.3 Meaning

A part of the transactional perspective is the meaning that an individual ascribes to their occupations and environment. Reed and Hocking (2012) suggested the meaning of occupation is situated in the context of individuals' everyday experiences. They added that there are interwoven layers of meaning within occupation that differ depending on the individual's situation. The experience of engaging in leisure and the meaning ascribed to that experience are shaped by the situation. Cutchin et al. (2003) drew on Dewey to suggest that after change occurs, such as moving homes, individuals maintain continuity through creating meaning. For instance, creating meaning from leisure activities reintegrates the person into their new environment (Cutchin et al., 2003). The meaning of engaging in leisure was already established from past situations, and after moving homes, recreating that meaning generated by the leisure activities helped participants to integrate into a new environment.

Identity, leisure and place are linked through meaning, and can be viewed through a transactional perspective. The transactional perspective indicates that deriving meaning from occupation helps

to maintain a sense of self and that place in inevitably involved (Reed & Hocking, 2012). The participants engaged in leisure before moving because it had meaning for them and supported their identity. Previous research has shown that people create meaning from places where they engage, including at home, second homes and public spaces (Hay, 1998; Kyle & Chick, 2007; Rowles, 2008; Van Patten & Williams, 2008). Some participants created meaning by working to develop ties to place and maintain identity through leisure engagement. For instance, becoming involved with a newcomer social club helped the participants continue with previous leisure pursuits that aligned with their identity, establish social networks and create ties to the city. While not adopting a transactional perspective, some other research supported that leisure, identity and place were related to individuals transacting in their environment (Van Patten & Williams, 2008). Similar to Van Patten and Williams (2008), the participants in the current study used leisure engagement to transact in their environment to develop a sense of place.

Meaning can also be found through developing a sense of belonging (Reed & Hocking, 2012). The participants in the current study suggested they found a sense of belonging when they engaged in leisure with others that shared similar characteristics as them, such as age, gender or interests. Laliberte Rudman and Huot (2012) suggest the context shapes how individuals ascribe meaning to occupations. In the current study, the tone of the environment shaped how the participants ascribed meaning to their leisure activities and developed a sense of belonging. For example, when a leader from the social club was unfriendly during group games, Eloise created meaning from this leisure experience and decided she was no longer interested in playing with this group because of the established social environment. The transactional perspective helped to highlight how the environment shaped the participant's leisure engagement and ultimately their sense of belonging in certain social groups.

### 6.3 Study implications

This study has implications for policy makers, practitioners and researchers regarding leisure's involvement in older adults moving to new homes.

### 6.3.1 Implications for policymakers and practitioners

The findings from this study have revealed that leisure plays a critical role in developing social connections and creating a sense of place for older adults who are moving homes; as such the findings have implications for policy and practice. A specific finding is that older adults may be experiencing a move in addition to other transitions, such as losing a spouse or having increased caregiving responsibilities. To address such multiple transitions, policymakers and practitioners could involve staff who have specialized training, such as bereavement counselling, to develop, implement and evaluate diverse leisure programs that consider individuals who may be experiencing multiple transitions. Individuals who are engaging in leisure programs may be going through the process of grief and having specialized leisure programs to cope with these transitions may be beneficial (Menounos, 2007). Additionally, these specialized leisure programs may also provide an outlet for support for others who may be experiencing similar transitions (Menounos, 2007). A further finding is the challenge that older adults may face in developing social networks to support leisure and sense of place. The development of leisure programs that address the needs of newcomers to a community would be helpful, such as welcoming socials to provide opportunities for building social networks (Quirke, 2015; Stack & Iwasaki, 2009). Welcoming leisure programs would help to foster a sense of belonging for older adults who are new to the city and do not have access to their previous hometown (Jakubec et al., 2019; Lauckner et al., 2022). Lauckner et al. (2022) also recommend providing accessible leisure experiences by developing nearby, free, and easily available forms of recreation for those who are new to the area. Additionally, the newcomers clubs could ensure members are 'new', so that members have a shared sense of recently entering a community. If needed, such clubs could have additional sections designed for longer term members. Lastly, policymakers and practitioners could find ways to further support older adults' active leisure engagement by enhancing opportunities for older adults to influence policy at the community level (Falanga et al., 2020), such as hosting municipally run meetings on a monthly basis to discuss ways to enhance leisure engagement for newcomers in the city and older adults more generally. Falanga et al. (2020) described the positive contributions of older adults involved in policy implementation and service delivery at the local level, such as more efficient resource allocation. The inclusion of older adults in the decision-making processes for the city would help to ensure leisure needs are

being met, such as leisure programs that offer shared characteristics including single women only groups. Other ways leisure engagement can be supported is through community planning (Jakubec et al., 2019). City developers can design neighbourhoods and communities that are conducive for meeting others (Hand et al., 2020), such as areas for gathering outdoors, and trails and sidewalks that are regularly maintained in the winter. The development of more community centres that offer spaces to socialize and engage in leisure would also be beneficial, such as community centres with cafes, eateries and walking tracks.

### 6.3.2 Implication for researchers

The findings of this study have implications for researchers. Future research can address how the unwritten rules, expectations, and power found in social spaces can affect leisure engagement for older adults seeking connections in their community to further understand how the environment shapes their leisure engagement experiences. Additionally, future research can consider situation and habit to focus on older adults who have recently moved. For example, exploring leisure engagement through the transactional perspective's situation and habit could help to understand how multiple transitions impact older adults' leisure engagement. Future studies can be more inclusive by involving participants with diverse socioeconomic statuses, abilities, genders, sexualities, races, ethnicities, and indigenous backgrounds. The inclusion of a broader population can help to reveal diversity in how and where older adults access leisure resources after moving and how the context of moving shapes leisure engagement for those who may have less access to leisure resources.

Future research could explore leisure engagement after moving to different types of dwellings within a city, such as condominiums, apartment buildings, and townhouses. Comparing the transition process between different dwellings would be informative for older adults who are considering moving. For example, longitudinal studies could help determine how individuals experience place integration over time in different dwellings. Longer time periods would allow time to explore how older adults seek opportunities in their community to engage in leisure and integrate into place. Recording social connections that were made before the move and after the move would also be beneficial to explore over time to understand the nuances in these relationships during the transition. Future research that uses methods that focus on social

networks could help to better understand the context of establishing and maintaining social connections after a move. These methods could reveal how long it takes to meet new people, and what other strategies older adults may use in engaging in leisure on their own or with others to integrate into place. The researcher could also conduct participant observation of some of these leisure experiences and observe how multiple transitions may impact older adults' leisure engagement. Participant observation could help to produce rich data to inform how social connections are created through leisure when older adults move to new cities, and how they negotiate these multiple transitions.

## 6.4 Study strengths

There were methodological and theoretical strengths to this study. One of the methodological strengths of conducting a modified ethnography was accessing spatial and temporal data through activity diaries and mental maps. The activity diaries and maps allowed me to gather rich data about participants' transitions, such as how they used their time and space to create social connections and engage in leisure. These methods complemented the interviews, giving a spatial and visual representation of the participants' experiences. These methods were also supportive of the interviews, because I drew on the diaries and maps to elicit additional detail. Also, the maps, activity diaries and photos helped me to experience 'with' the participants. To explain further, I was co-creating knowledge with the participants to understand their transition as if I was on the journey with them, and we were creating these experiences together, drawing on their maps, diaries, and photos. I was able to relate to their stories through my own knowledge of the city, and my own experiences of the transition to the new home. I was able to create a mental image of their environment and what their transactions were like when they provided details about what the rooms looked like and what the atmosphere felt like.

A theoretical strength of applying the transactional perspective is the recognition of multi-factors included in our understanding of human actions and experiences (Rosenberg & Johansson, 2012). This will be one of the first studies applying the transactional perspective to leisure, expanding views in the leisure discipline. In addition, conducting this study during the COVID-19 pandemic was a strength because each participant's leisure engagement was shaped by the government-mandated social distancing restrictions, a unique transition experience that was

shared by all participants. Lastly, the study helped highlight the importance of the social environment when transitioning to new homes, and how this shapes leisure engagement.

## 6.5 Boundaries on the study

There were certain boundaries that limited the research study. The COVID-19 pandemic limited types of data collection and recruitment methods that could be used due to social distancing regulations. Additionally, the participants in this study likely overrepresent older adults who were active in their communities and had access to technology. Because there were boundaries on where and how I could recruit participants, I was not able to access a diverse population, particularly in terms of older adults with low income who may not have had access to leisure resources. Additionally, some participants did not complete the diary and map activities prior to our interview or rushed the activity to be prepared for the interview. To mitigate this issue, I had them do the activity with me online and walked them through what I was looking for in their activity diaries or maps. In future studies, collecting data in-person may lead participants to feel more comfortable to ask questions while they are engaging in the activity

## 6.6 Conclusion

This study focused on the role of leisure in older adults moving to new homes. Overall, the study findings demonstrate the important role that leisure plays in the lives of older adults who move to a new home. The study findings also demonstrate that leisure engagement contributed to older adults maintaining a sense of self and helped them to adapt to their new home among other transitions they were been experiencing. Leisure was also used as a strategy for maintaining and establishing social connections after moving. Future research can focus on how older adults interact in new settings in their community after moving homes and how their social environments shape their leisure engagement and ability to develop and maintain social connections. Policy and practice implications include could finding ways to further support active leisure engagement for older adults who are newcomers to a city.

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## Appendices

### Appendix A: Timeline of Thesis

<b>Date</b>	<b>Task</b>	<b>Specific Tasks</b>
January/February 2020	Resubmission of ethics/proposal	<ul style="list-style-type: none"> <li>• Completed edit(s) required by REB and resubmitted until approved</li> <li>• Submitted proposal to committee</li> <li>• Recruited two retirement homes</li> <li>• Kept a reflexive journal of process</li> </ul>
March-July 2020	Rewriting of thesis study to meet social distancing regulations	<ul style="list-style-type: none"> <li>• Redesigned study</li> <li>• Resubmitted to ethics</li> <li>• Kept a reflexive journal of process</li> </ul>
July 2020-March 2021	Data Collection	<ul style="list-style-type: none"> <li>• Sent out recruitment poster to community organizations</li> <li>• Scheduled interviews with interested participants</li> <li>• Sent letters of information, consent forms and activities for completion prior to interviews</li> <li>• Kept a reflexive journal of the process</li> </ul>
September 2020- January 2022	Data Analysis	<ul style="list-style-type: none"> <li>• Finished transcribing all interviews, code and analyze for themes</li> <li>• Organized and analyze all field notes</li> <li>• Analyze reflexive journal</li> <li>• Throughout data analysis triangulate all data and maintain reflexive journaling</li> <li>• Begin writing ideas for manuscripts</li> </ul>
September 2021- January 2022	Write up of Findings/Manuscripts	<ul style="list-style-type: none"> <li>• Used themes and all data to write up findings</li> <li>• Used quotes from transcripts to support themes and findings</li> </ul>

		<ul style="list-style-type: none"> <li>• During this process, kept note of what should go in the discussion to save for later</li> </ul>
March- April 2022	Write up of Discussion/Editing	<ul style="list-style-type: none"> <li>• Supported findings with previous research</li> </ul>
June 2022	Completion/Submission of Dissertation to examiners	<ul style="list-style-type: none"> <li>• Goal to have submitted to committee and examiners by June 2022</li> </ul>
July/August 2022	Dissertation Defense	<ul style="list-style-type: none"> <li>• Defense Scheduled August 11, 2022</li> </ul>
August 2022	Revised Dissertation Submission and Application to Graduate	<ul style="list-style-type: none"> <li>• Complete all revisions made to dissertation and have submitted to the electronic repository</li> <li>• Apply to graduate for October 2022</li> </ul>

## Appendix B: Telephone Script for Recruiting Settings in the Community

Hello,

My name is Kristin Prentice, I am a fourth year PhD student at Western University and a recreation therapist. I am conducting a study on the role of leisure in older adults moving to new homes. I am interested in learning how older adults make the transition to their new home, the effect on their identity and ability to establish “feeling at home”, and how leisure may aid this process.

I am interested in conducting my study with older adults over 65 years of age who speak English, have recently moved to a new home (between 6 months and a year), and are able to participate in leisure activities both inside and outside the home. I was wondering if you would like to chat more about the possibility of working with me?

*If not interested:* Thank you for your time, goodbye.

*If interested in hearing more:*

The study will involve online interviews with older adults about their leisure activities before and after moving. The study findings could be helpful for understanding more about how leisure is beneficial to older adults, or possible activities that might be useful in your community. I will be asking the older adults about how leisure has helped them in their move, and about community connections they are interested in maintaining.

I may ask for your help with putting up notices or recruitment flyers, or if they know of anyone who has moved in recently who would be willing to participate in the study.

Have you had a lot of people who have moved in within the last year?

*If no:* Thank you for your time and consideration, have a great day.

*If yes:* Great! May I ask for your email address to send you the flyers to post?  
Thank you.

**If leaving a message:**

Hello,

My name is Kristin Prentice, I am a fourth year PhD student at Western University and a recreation therapist. I am conducting a study on the role of leisure in older adults moving to new homes. I am interested in learning how older adults make the transition to their new home, the effect on their identity and ability to establish “feeling at home”, and how leisure may aid this process.

I am interested in conducting my study with older adults over 65 years of age who speak English, have recently moved to a new home (between 6 months and a year), and are able to participate in leisure activities both inside and outside the home.

I would love to chat about the possibility of working with your apartment building. My number is [REDACTED]. Thank you for your time and I look forward to hearing from you.

### **Appendix C: Study Recruitment Email: Community Settings**

Hello,

My name is Kristin Prentice, I am a fourth year PhD student at Western University and a recreation therapist. I am conducting a study on the role of leisure in older adults moving to new homes. I am interested in learning how older adults make the transition to their new home, the effect on their identity and ability to establish “feeling at home”, and how leisure may aid this process.

Would it be possible if you could post my recruitment flyer or send it out in your newsletter?

I am interested in conducting my study with older adults over 65 years of age who speak English, have recently moved to a new home in London (within a year), and are able to participate in leisure activities both inside and outside the home.

The study will involve online interviews with older adults about their leisure activities before and after moving. The study findings could be helpful for understanding more about how leisure is beneficial to older adults, or possible activities that might be useful in the community. I will be asking the older adults about how leisure has helped them in their move, and about community connections they are interested in maintaining.

Thank you for your time and consideration,

Kristin Prentice

## Appendix D: Recruitment Flyer



Version Date: 01/12/2020

## **HAVE YOU MOVED IN LONDON RECENTLY? YOU'RE INVITED TO PARTICIPATE!**

We are interested in learning about your leisure activities and how they have changed since you have moved.

### **We are looking for seniors who:**

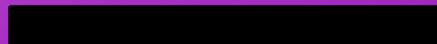
- **Are 65 years old or older**
- **Speak fluent English**
- **Have moved homes within two years**
- **Are able to participate in activities outside the home**



**You will be asked to complete an activity diary, draw two simple maps and possibly share photos of you engaging in leisure activities. We will talk about these activities in 2-3 interviews via Zoom or telephone.**

**IF YOU ARE INTERESTED IN PARTICIPATING  
PLEASE CALL**

KRISTIN PRENTICE, PHD CANDIDATE OR CARRI HAND, PHD  
HEALTH AND REHAB SCIENCES AT WESTERN UNIVERSITY



## Appendix E: Telephone Screening Questions

**Researcher:** Hello, thank you for your interest in this study. The study will involve 2-3 activities:

- a) An interview about the story of your leisure participation in later life;
- b) An activity diary of what leisure you used to participate in before moving, and after moving
- c) A drawn map of the meaningful places where you used to participate in leisure.
- d) A discussion of photos you may have of you participating in leisure activities

We would do these activities over Zoom or telephone (or in person if social distancing restrictions are lifted), to talk about your leisure activities and how they have changed since your move in regards to your activity diary, mental map and photos.

I have a couple of questions for you to see if you are eligible for the study. Are you 65 years of age or over?

**Participant:** Responds yes

**Researcher:** Great! And have you moved into your current home within the last two years?

**Participant:** Responds yes

**Researcher:** Before COVID-19, were you able to participate in activities outside the home?

**Participant:** Responds yes

**Researcher:** Excellent. Are you okay with doing interviews in English about your leisure life, the activity diary, mental map and photos?

**Participant:** Responds yes.

**Researcher:** That's great. When are you available to meet for the first interview?

**Participant:** Responds with date and time.

**Researcher:** Thank you, I have scheduled you for that date/time. In the meantime, I will mail you the package of the consent form, activity diary, leisure timeline, and items to draw the

mental map. During the first interview we will go over the consent form and I can answer any questions you may have about the materials. The package will contain all the items you need to complete the activity, including detailed instructions of how to do the activities. My contact information will also be available if you have any questions while completing the activities. Would you like to have the package mailed, emailed, or dropped off to you?

*If mailed:*

**Participant:** Mailed.

**Researcher:** May I please have the spelling of your name and your address?

**Participant:** Responds with name and address.

*If dropped off:*

**Participant:** Dropped off

**Researcher:** May I please have the spelling of your name and your address?

**Participant:** Responds with name and address.

**Researcher:** When is a good date and time to drop this off?

**Participant:** [date] and [time]

**Researcher:** Great! I will drop it off then.

*If emailed:*

**Participant:** Emailed.

**Researcher:** Do you have access to a printer?

**Participant:** Yes.

**Researcher:** May I please have your name and email address?

**Participant:** Responds with name and address.

*\*If participant does not have access to a printer, researcher will offer to mail the package instead*

**Researcher:** We will be using a program called Zoom for the interviews. The Zoom calls can be conducted using your cell phone, tablet or personal computer enabled with a camera/microphone and internet connection. Do you have one of these devices available? If not, we can do the interviews by telephone.

*\*If participant indicates they have access to Zoom:*

**Participant: Yes.**

**Researcher:** Great. To use Zoom, we need to send you an email. This email will include the instructions for how to log-in. For the session, please try to find a quiet place where you will not be disturbed and use earphones if you can. It's a good idea to test out the system a few minutes before the session to make sure the connection and sound are working. It is recommended that you use your home computer or personal device, and not a shared or work device to ensure privacy. Do we have your consent to send you information by email? The security of information sent by e-mail cannot be guaranteed.

**Participant:** Yes. *If participant indicates no, they will not be able to participate in study.*

**Researcher:** *If not already confirmed:* May I please have your email address to send you the information to use Zoom? I also want to advise you to not communicate personal sensitive information by e-mail. Email is not routinely monitored outside of work hours.

**Participant:** provides email.

*\*If the email address is already confirmed the researcher will move to next section.*

*\*If participant indicates they would prefer to do the interviews by telephone:*

**Participant:** No, I'd like to do the interview via telephone

**Researcher:** Not a problem, may I have your telephone number that I can reach you for the interview?

*\*Participant provides phone number\**

**Researcher:** Thank you, [name of participant]. Do you have any other questions for me at this point?

**Participant:** Either asks a question or responds no.

**Researcher:** Either answers question or says: Okay, thank you, and I look forward to speaking with you over Zoom (or in person or by telephone) on [date] at [time].

*\*\*If respondent does not meet the age or length of time at new home requirement, if they are unable to participate in leisure activities outside the home, or if they do not speak English fluently, I will say the following:*

**Researcher:** Thank you for your time, but we are looking for participants who are over the age of 65 (or who have moved within two years), or are able to participate in activities outside the home but thank you for showing interest.

## Appendix F: Narrative Interview Guide

Narrative Interview Guide \*\*\*\*edited version after first two interviews Oct 1 2020

Hello, thank you for meeting with me today to tell me about your leisure story. We will start with some demographic questions and then you can share your story.

Demographic Questions:

1. What is your age?
2. How long have you been living in your current home/when did you move?
3. What is your gender?
4. What type of home do you currently live in? Apartment? Townhouse? Condo? Detached?
5. What is your educational background?
6. What kind of work did you do in the past?

Today I am going to ask you questions about your leisure activities. In this part of the interview, I will let you take the lead in telling your story. I will be taking some notes as you talk, to help me organize the second part of our interview when I'll follow-up on some of the issues or events you talk about.

Primary Narrative Prompt:

I would like you to tell me your story of engaging in leisure in your life, including before and after you moved here, including what you did, where you did the activities, and who you did the activities with? I'm focusing on and after, in your home or in the community, alone or with others, before COVID-19 took effect. You can include anything that is important to you and begin wherever you like.

Additional Prompts:

1. [Based on what the participant says]:
  - a. You mentioned doing X leisure activity. Could you tell me about a time when you did that? [prompt as needed for more details of where, with whom, when in life, meaning of experience]
  - b. You mentioned spending time with X person. Could you tell me about a time when you did leisure together? [prompt as needed for details as above].
  - c. You mentioned going to X place to do Y activity. Could you tell me more about your experiences doing leisure there?

2. You have talked about your leisure activities prior to coming here, could you tell me more about engaging in leisure after moving here but before COVID-19 struck? How have you maintained or adapted leisure activities since the move?
3. Could you tell me about a time when doing a leisure activity meant something to you? How did it make you feel? What was it about this leisure activity that made you feel this way? Tell me why that particular moment stands out.
4. Could you tell me more about leisure in your life prior to moving?
5. How has your social life changed since moving? How have you coped with letting go of external social circles?
6. What or who has helped you to do the leisure you want to do? In what ways?

## Appendix G: Activity Diary Template

### Activity Diary Instructions

In this activity diary we would like you to record 3-5 leisure activities that you engaged in **pre and post** move to your new home. Please complete your diary before COVID-19 began (all entries must be dated before March 16, 2020). We would like you to focus on writing about leisure activities that you did in the past that were meaningful to you. You could write what you did, with whom, and emotions you may have felt while participating in the activity. You can write about activities you did on a daily, weekly, monthly or annual basis (please be sure to indicate how often this activity occurred). You could write down the place where you did this leisure activity, and how the atmosphere may have contributed to your experience.

Please use a separate page for each leisure experience.

In particular, we want to know four things:

Where did you go? (e.g., the senior's center, coffee shop, for a walk with your dog, to visit a friend etc.,)

What activity did you do? (e.g., painting, knitting, shopping, walking, socializing, etc.,)

Who did you interact with? (e.g., a neighbour, a friend, instructor, etc.)

How did you get there? (e.g., walking, driving, bus)

You can also include any other information that is important to you about the leisure activity.

I may ask you to show your diary to the camera during the Zoom interview to take a screenshot (a digital photo) of your diary.

If you have any questions about this activity diary please contact:

Kristin Prentice, [REDACTED]

[REDACTED]

You can reach Carri Hand, the lead researcher for this study, at:

[REDACTED]

[REDACTED]

## Sample Diary Entry

Date & Time: Aug 10<sup>th</sup>, 2019, 10 – 11:15 am (occurs weekly)

**Where did you go?** After breakfast I went to meet my friends for coffee at Tim Horton's.

**How did you get there?** Walking – along Dundas St. I stopped to look in the windows of the pet store and the library. I take this route because it has things to look at.

**What did you do?** We drank coffee, ate some Timbits, and chatted.

**Who did you interact with?** My friend. We caught up on all the things going on in our lives, such as our grandchildren's involvement in sports. Attending our grandchildren's sporting events is something we both have in common.

# PRE MOVE

Date & Time and how often occurred:

---

Where did you go?

How did you get there?

What did you do?

Who did you interact with?

# POST MOVE

Date & Time and how often occurred:

---

Where did you go?

How did you get there?

What did you do?

Who did you interact with?



## **Appendix I: Activity Diary/Leisure Timeline Interview Guide**

Hello, thank you for joining me for a second interview. Did you have any trouble completing your activity diary or timeline? Did you need any clarification? Okay, let's get started.

### *Activity Diary Questions*

For each entry you wrote, I am going to ask you a series of questions. You can show me your entry or you can read it to me. Let's begin with your first entry.

1. What was the first activity you wrote about in the activity diary?
2. How often did you participate in this activity?
3. How did you feel when participating in this activity?
4. Where did you participate in this activity?
5. How connected do you feel to this place?
6. Who did you interact with during this activity?
7. What makes you want to do this activity?/Why do you do it? How important is this activity to you?
8. Is there anything about the leisure activity that has made you feel it is a part of who you are?
9. What helps you to do this activity? [prompt for resources, other people, etc as needed]
10. What makes it difficult for you to do this activity [prompt for resources]

### *Leisure Timeline Questions*

Please tell me about the leisure activities you wrote on your timeline.

1. What was the significant leisure activity you did before your move (repeat for during transition and post move)?
2. Why was this leisure activity significant?
3. Where did you participate in this activity?
4. How did you feel while participating in this activity in this place?
5. Who did you interact with during this activity?
6. Is there anything about the leisure activity that has made you feel it is a part of who you are?
7. Did your social network change when you moved? How did you begin to engage with your new network?
8. You wrote your leisure experiences in the diary and on the timeline. Did doing these activities make you think about your leisure over time? About your move?

## Appendix J: Mental Mapping Activity

This activity involves drawing two maps of spaces that are meaningful to you in day to day life. One map will show where you used to engage in leisure **before** your move to your new home and the second map will show where you engage in leisure activities after your move. There are two sheets of paper attached to this instruction sheet, one for each map. Use either pencil or pen.

These places can include your home and where you would participate in leisure in the community. Please draw what occurs in these spaces and if you engage by yourself or with others. Please draw these maps of where you used to engage in leisure prior to COVID-19.

Once you have completed your maps, we will use them in our discussion over Zoom. The maps are meant to help you visualize and explain how you use the social spaces in the building and why they are meaningful. I may ask you to show your map to the camera during the Zoom interview to take a screenshot (a digital photo) of your map.

### **Mental Map # 1: Pre-Move**

In the space below, draw the places where you engaged in leisure before moving. The map can take place in your previous home (living room, dining room, kitchen, garden etc.), community (grocery store, senior's center, movie theater, curling club, coffee shop etc.), or both. You may like to start by drawing their home, in whatever form you like, and label it. Then add other locations where you participated in leisure activities. You can draw however you like and add labels where it may be helpful to explain places you've drawn.

Please spend no more than 10 minutes on your drawing, and scale and artistic talent are of no concern.

### **Mental Map #2: Post Move**

In the space below, draw the places where you engaged in leisure after moving. The map can take place in your new home, community, or both. You may like to start by drawing their home, in whatever form you like, and label it. Then add other locations where you participated in leisure activities. You can draw however you like and add labels where it may be helpful to explain places you've drawn. Please draw where you used to engage in leisure prior to COVID-19.

Please spend no more than 10 minutes on your drawing, and scale and artistic talent are of no concern.

### Appendix K: Mental Maps and Photo Elicitation Interview Guide

Thank you for participating in a third Zoom interview with me, I'm looking forward to discussing your mental map and any photos you may have to share with me. Before we begin, did you have any questions or need further clarification about drawing the maps or taking the photos? Great, let's start.

Please tell me about your maps, beginning with Map #1 prior to your move (repeat for post-move).

1. Tell me about (x place) as indicated in your map. What leisure activities did you do there? How were they meaningful?
2. How frequently did you go there to do these activities?
3. Could you describe the place to me? [prompt as needed for social environment, physical environment] What did you like about it?
4. How connected did you feel in this place? (listening for ideas of belonging, sense of home or identity)
5. What or who helped you to go to this place? What or who encouraged you to go?
6. What made it difficult to go to this place? What discouraged you from going?
7. What do your social networks look like in your maps? Who did you typically do these activities with? Was it important to do them with (x) and why?
8. Were there any places you stopped going after your move? How come?
9. Were there any places you wanted to go, but didn't? If so, how come you didn't go?

*If they have/took photos of leisure activities that were meaningful to them pre-move (ask right after pre-move map discussion) and post-move (ask right after post-move discussion):*

What can you tell me about the leisure activities you're doing in the photos?  
Where any of these photos taken in the social spaces you drew in your maps?  
Why did you bring this photo to share with me?

Questions to be asked after post-move map/photo sharing:

10. Would you say your social networks are different than at your previous home? In what ways? [prompt as needed for activity levels, meaning, other people that are involved]
11. What were some of the similarities and differences you saw while drawing your two maps?

### **Appendix L: Photo Elicitation Activity**

In this activity, I would like you to find photos of you engaging in leisure in your home environment or in the community. Please try to include photos from before your move and after your move without others in the photo. If you don't have any photos to share, perhaps you can take some photos of yourself around the building engaging in leisure. The purpose of this activity is to help us get a visualization of your leisure engagement. With your permission, I may ask you to show your photos to the camera during the Zoom interview to take a screenshot (a digital photo) of the photos you wish to share.

## Appendix M: Core Summary Template

### Sample - Participant 1 Core Summary

#### **Narrative:**

P1 is a 69 year old female who moved from one neighbourhood in London to another neighbourhood in London. She lives with her husband in a one story condo with a private backyard. She enjoys attending exercise class and pickleball. She often enjoys going out for coffee with friends after their exercise class and has small chit chat with others at pickleball. She enjoys the competitive nature of pickleball and enjoys trying to improve her skills. P1 also enjoys going to FL for 4 months of the year to her trailer. Places she finds meaningful include her back deck, cottage and her trailer where she and her husband can engage in various forms of leisure and connect with others.

- **Gender:** Female
- **Age:** 69
- **Conditions:** Emphysema, osteoporosis
- **Education:** one year post grad certificate in shorthand
- **Work:** various administrative positions, including a computer company and financial advisor. Also stayed at home for 13 years while raising her kids and threw home parties.
- **Previous Type of Home:** two story house – add location to both
- **Current Home:** one story townhouse type condo, one of 20 units
- **\* also own a 12 foot trailer in Florida**
- **Previous neighbourhood:** suburban area in southwest London
- **Current neighbourhood:** same
- **Date of Move:** August 12, 2019

#### **Leisure activities (both same pre and post move)**

<b>Leisure Activities in Canada</b>	<b>Leisure Activities in Florida (4 months of the year) Jan -April</b>
Exercise class (2-3x a week)	Bike riding
Pickleball (3x a week)	Pickleball
Cards (x1 a week), couple from Sudbury joined, met in FL	Cards
Walk the dog (daily)	Walk the dog
Book club (x1 monthly) – vote on books, 10 books a year, potluck in Dec	Bocce Ball
iPad games (individual activity)	Shuffleboard
Family reunion up at cottage (social leisure, water activities) keeps her connected to her family	Glass making
Socializing with neighbours/friends/family e.g. dinner/coffee/drinks	socializing with neighbours/friends/family e.g. dinner/coffee/drinks

#### **Leisure Timeline (Both before and after moving)**

<b>Time of day</b>	<b>Typical Weekday</b>	<b>Typical Weekend</b>
<b>Mornings</b>	Pickleball, exercise class	Active leisure
<b>Afternoons</b>	Book club	

Evenings	iPad games, TV, reading, walk (unless it was raining)	Socializing with friends (dinner and drinks)
----------	---	--

**Ways leisure is a part of her identity:**

- “I’m quite the reader”
- Exercise class - “I’ve been doing it for 28 years” – does this mean it’s a part of who she is? Does length of time equate with aspect of identity?
- Enjoys physical and social activity, although emphysema has kept her from enjoying some physical activity with her husband, including bike riding and walking longer distances
- Plays cards (most meaningful leisure activity because it challenges her mind) and pickleball in both locations – aligned with physical and social activity
- “I loved doing crafts” – weaving, macramé - gave this up as time went on. replaced with glass making, demonstrates how interests change.
- Crafts a creative outlet
- Would like to get back into the piano because it relaxes her, but hand eye coordination is not the same
- Competitive nature, especially when playing pickleball
- Prefers activities that “slow her down”, e.g. reading in Florida

**Ways P1’s leisure is connected to place:**

- Canadian leisure activities – where most of their ties are, been living in London, ON for a while, know the city well and resources that are available to meet their physical and social needs
- Activities they did only in FL
- Interesting connection: met people in FL that live in ON doing a leisure activity (pickleball). This connection was made while engaging in leisure and helped them to maintain the friendship and leisure activity both in ON and FL.
- Describing how energy affects her activity: “I mean you often work off other people's energy when you're exercising, you know, just it's, that's why people do classes”, including the instructor of the class: “So a couple of instructors have had to stop for now or leave so. But it's fun. I mean, every instructor brings different, a different vibe and energy to the room. So the one I had this morning is so much fun. She's, she's an older lady. She's probably in her 70s, but boy, she's still moving. [laughs] She's funny. She's got so many funny things to talk about. So yeah, the instructors really do make a difference.” seems she is connecting to the social aspects of these places through the energy other people bring.
- Location of pickleball made a difference - preferred the bigger space to play, short chit chat with others, didn’t go for coffee afterwards, not the same kind of friendships as exercise class.
- When making stepping stones in FL, needs to location, tools and people around to help her perform this leisure activity – so all these things facilitated this leisure activity
- Nature and backyard setting important to how they did leisure in their backyard.
  - Privacy with big trees
  - Big deck
  - Sunshade
  - Busyboard

- Lights for nighttime
- Walking in her new neighbourhood to form a connection to the new place

**Nuances in activities before and after moving:**

- how they did house and yard work
- meeting new neighbours by walking
- new walking routes, began to walk more after moving
- found out she had emphysema this spring (March 2020)

**How has leisure supported her move in London?**

- Being so close to her old neighbourhood allowed her to stay connected to all of her previous leisure activities, e.g. exercise class, still seeing old neighbours (quite frequently, once a week), so she could keep that consistency in her life. P1 likes routines.
- Walking was a strategy for her to get to know the neighbourhood - "Oh, at that point our dog was walking, so we would get her out for some exercise - and us just, just trying to get used to the new neighbourhood basically"

**How does the environment act as a facilitator or barrier to leisure?**

- Being close to amenities a facilitator to leisure
- Moving within the same city allowed her to maintain all her connections
- Leisure helped to build meaningful connections with others – fostered a social environment (e.g. pickleball for short chit chat, exercise class for a shared leisure experience and then coffee afterwards to elaborate on discussion)
- A social friendly environment fosters leisure engagement. When describing Florida's trailer park: "Oh absolutely, it's a huge social friendly environment for the most part. Everybody's happy because they're on holiday, you know, so it's a whole different whole, different feeling" - connections probably encouraged her to continue attending, such as exercise class

**How are participants' experiences situated in the social, physical, political, historical, etc context? How do different levels of context relate to their experiences (e.g. micro (household), meso (community) macro (society)?**

Levels of Context	Social	Physical	Policy/Institutions/Programs	Historical	Cultural
<b>Micro (Household)</b>	Her and her husband enjoy having friends over	Likes certain aspects of the house, finds areas to engage in leisure like back deck for reading or basement for exercise via Zoom. Enjoy the openness of the house. Participate in renovating the house to be as they prefer.		Used to be into adventurous leisure, interests changed over time as kids got older	Family-oriented
<b>Meso (community)</b>	Likes to socialize with	Physical spaces in the community enable her	Engage in several programs in the community, exercise		

	others at exercise class, pickleball and trailer park	participate in leisure she enjoys, e.g. multiple centers that offer pickleball. Various coffee shops that can accommodate her group after leisure.			
<b>Macro (society)</b>		Resourceful living situation, could afford to choose the house they wanted in the same neighbourhood, as well as purchase a trailer park in FL	Restricted to do everyday activities by COVID policies		Canadian, Catholic

**How did COVID shape her leisure this adaptation process?**

- Not being able to be as social before (e.g. no pickleball)
- Having to negotiate using Zoom for all physical and social activities she used to do, e.g. exercise class, social gatherings, book club, cards – yes, she has used a lot of strategies to continue to engage, wanted to continue vs just drop activities
- Before only did her exercise class 2-3x a week, now said up to 6x a week because she has the time
- Not being able to go to Florida/having to leave Florida early

### Appendix N: Audit Trail

Date	Step of Research Process	Notes/Decisions
September 2017-September 2019	<ul style="list-style-type: none"> <li>• Read through literature</li> <li>• conducted an integrative review to understand gaps in literature and to form a research question</li> <li>• decided to use ethnography to answer research question</li> </ul>	Decided topic was going to be on the role of leisure in older adults moving to new homes due to gaps in the literature.
September 2019-January 2020	Wrote proposal using info learned from integrative review and research on ethnography	Understood that leisure, sense of place and identity were linked, and wanted to better understand leisure's role when older adults transitioned homes. Ethnography would be useful for understanding the context of moving to London
February 2020	Ethics submission	
March 2020	Began scoping review to become further informed on topic	To inform my dissertation I decided to use a scoping review because I could gain a deeper understanding of a broad topic
April 7, 2020	Ethics approval	
April 2020	Retirement homes cannot work with me due to COVID-19 pandemic	We decided to try calling other retirement homes but were unsuccessful.
April-June 2020	Rewrote the proposal to follow social distancing guidelines and created an ethics amendment	Changed participant observation to collecting tacit knowledge using mental maps, activity diaries and photo elicitation. Interviews would be conducted over Zoom. Telephone

		interviews were added later to be more inclusive
July 2020	Ethics amendment approved. Data collection officially began	We decided to work with older adults living in private dwellings when we were not having luck recruiting retirement homes or senior's apartment buildings. I began reaching out to community organizations to recruit older adults.
September 2020	Data Collection: First two participants	I had heard from a married couple who had moved within London within a one year period. It was challenging to recruit participants which resulted in the creation of another ethics amendment to expand the length of time of moving to two years. Hopefully this would open the pool of participants. I transcribed their interviews using Microsoft Word transcribe feature and had a work study student edit the transcripts. I began to make notes on the transcripts and started writing core summaries for each participant. I had also asked Carri for feedback on my interviews to enhance my interviewing skills in order to attain rich data.
December 2020	Data Collection/Analysis: Third participant	I conducted the three interviews with the participant and began to analyze their data after the transcripts were edited and coded.

January 2021	Data Collection/Analysis: Social club returns my email	I heard from five more participants and conducted the interviews and activities with them.
February 2021	Data Collection/Analysis	I heard from four more participants and conducted the interviews and activities with them.
March 2021	Data Collection/Analysis	I finished collecting data and knew I had enough data to answer the research question because I had been analyzing the data along the way.
April-September 2021	Data Analysis	Continued to focus on analysis and created themes from the data
September - December 2021	Writing the findings/manuscripts	Separated the findings into two separate papers, one which I could focus on how older adults navigated multiple transitions while moving during COVID-19 and another paper focusing on how older adults negotiated place after moving to London.
January-April 2022	Writing the findings/manuscripts/discussion	After finishing the findings papers, I decided to focus my discussion on the transactional perspective. I read through the literature and found concepts that resonated with my findings and reinterpreted them through the transactional perspective.

Appendix O: Consent Forms



Exploring the Role of Leisure in Older Adults  
Transitioning to New Homes

Letter of Information

Principal Investigator: Co-Investigator:

Carri Hand \_\_\_\_\_ Kristin Prentice

Assistant Professor \_\_\_\_\_ PhD Candidate

Western University \_\_\_\_\_ Western University



Invitation to participate

You are being invited to participate in a research project exploring the role leisure plays when older adults move to new homes.

Why is this project being done?

Leisure is important to enhancing and sustaining one's quality of life. I am doing a project to understand how leisure may help older adults as they move and adjust to their new homes. I hope to find out what leisure means to you and what has changed in your leisure and social circles since you moved.

The results from the study will help to better understand leisure's role in the transition process and what can be modified in the new homes and the wider community to assist older adults in their transition.

### **Who is being asked to participate in the study?**

To participate in the study, you must:

- Have recently moved, within two years
- Be aged 65 years or older
- Speak fluent English
- Typically be able to participate in activities outside building

### **What are the study procedures?**

If you agree to participate, you will be asked to complete up to three interviews, each up to 1.5 hours long. They will be scheduled on a date and time in a location that is convenient

for you. If we continue to have restrictions on meeting in person, the interviews will be conducted by telephone or through Zoom video conferencing system and audio-recorded with a digital recorder. We may ask you to hold your activity diary, mental map, or photos up to the camera or computer so that we can take a photo, if using Zoom. If we do the interview over telephone we will provide you with an envelope with a return address to mail the activity diary and mental maps to our research lab, or we can arrange a date and time for materials to be dropped off or picked up at your location. You will decide how many interviews you wish to be involved in. You may also end your participation in the study at any point.

During the first interview, we will ask you questions about yourself, such as your age, how long you have lived in your new home, and to tell the story of your leisure engagement before and after your transition to your new home.

For the second interview, we will ask you to complete an activity diary and leisure timeline from before and after your move. You would record leisure activities you engaged in, the places you engaged in them, and when. We would discuss these activity entries in an interview. If you feel

uncomfortable sharing the diary entries, you do not have to show them in the interview.

For the third interview, we will ask you to draw two mental maps of the places where you engage in leisure activities at home or in the community, one from before your move and one after your move. You will be given the option to share photos you have taken in the past of you engaging in leisure activities in these spaces drawn in your maps. You do not have to show or take pictures if you don't have any or wish to share any.

### **How long will you be in this study?**

It depends on how many interviews you participate in. Once you have done all the interviews you would like to do, your involvement in the study will end.

### **What are the risks and harms of participating in this study?**

There are no known or anticipated risks or discomforts associated with participating in this study.

### **What are the benefits of participating in this study?**

You may not directly benefit from participating in this study. The study results will help us to understand the role of leisure in older adults transitioning to new homes, and potentially create strategies to promote leisure and social connectedness within the building and wider community. You could benefit from learning more about how leisure affects your life from the activities or interviews.

### **Can participants choose to leave the study?**

Participation in this study is completely voluntary. If you decide to participate, you are free to leave the study at any time. Leaving the study will not result in any penalty.

### **How will participants' information be kept confidential?**

The principal investigator and co-investigator (Carri Hand and Kristin Prentice) will have access to your study data. This data will be kept securely at Western University on a password-protected drive at Western University, or in a locked cabinet in my home. We will be collecting personal information such as your age and gender, and if you choose to provide it, your telephone number or email address. All personal information will be collected separately from the data and will be linked by a unique ID. A list linking the pseudonym with your name will be kept in a secure place,

separate from your file. The data, with identifying information removed, will be securely stored in a locked office in a locked cabinet or on a password-protected computer server at Western University. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research. We may also be required to share your study data by law. We will also share summaries of data at project meetings, but not your name or other information that could identify you.

Otherwise, your data will not be shared with anyone without your consent. The data for this research study will be retained for a minimum of 7 years, after which paper documents will be securely shredded and electronic files will be erased. If the results of the study are published or shared in other ways, your name will not be used and no information that discloses your identity or address will be released or published.

**Are participants compensated to be in this study?**

No.

**What are the rights of participants?**

Participation in this study is completely voluntary. You may decide not to be in this study and you can withdraw from this study at any time. If you decide to withdraw from the study, you have the right to request withdrawal of information collected about you. If you participated in an interview and you wish to have your information removed please let the researcher know. You may also refuse to answer any questions you do not want to answer and still remain in the study. You do not waive any legal right by signing this consent form.

### **Whom do participants contact for questions?**

If you have any questions about the research now or later, please contact Carri Hand (Principal Investigator) at ([REDACTED]) or Kristin Prentice (Co-Investigator) at ([REDACTED]).

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics (519) 661-3036, email: [ethics@uwo.ca](mailto:ethics@uwo.ca).

**This letter is yours to keep for future reference.**

**Exploring the Role of Leisure in Older Adults  
Transitioning to New Homes**

**Interview Consent Statement – Participant Copy**

I have read the Letter of Information, have had the study explained to me and I agree to participate. All of my questions have been answered.

I consent to the use of unidentified quotes obtained

during the study in the dissemination of this research  YES

NO

\_\_\_\_\_

\_\_\_\_\_

Name of Study Participant (print)

Signature

\_\_\_\_\_

Date (DD-MMM-YYYY)

My signature means that I have explained the study to the participant named above. I have answered all questions.

---

Kristin Prentice, Obtaining Consent

Signature

Date

## Appendix P: Ethics Approval



Date: 14 July 2020

To: Dr Carri Hand

Project ID: 114902

Study Title: Exploring the role of leisure in older adults transitioning to new homes

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: 07/Aug/2020

Date Approval Issued: 14/Jul/2020 18:48

REB Approval Expiry Date: 07/Apr/2021

Dear Dr Carri Hand,

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

#### Documents Approved:

Document Name	Document Type	Document Date	Document Version
Activity Diary and Timeline Interview Guide - Jun 1 2020	Interview Guide	01/Jun/2020	1
Mental Maps and Photo Elicitation Interview Guide - Jun 1 2020	Interview Guide	01/Jun/2020	1
Narrative Interview Guide - Jun 1 2020	Interview Guide	01/Jun/2020	1
Activity Diary - Jun 1 2020	Other Data Collection Instruments	01/Jun/2020	1
Leisure Timeline - Jun 1 2020	Other Data Collection Instruments	01/Jun/2020	1
Mental Mapping Activity - Jun 1 2020	Other Data Collection Instruments	01/Jun/2020	1
Photo Elicitation Activity - Jun 1 2020	Other Data Collection Instruments	01/Jun/2020	1
Telephone Screening Questions - Jun 1 2020	Recruitment Materials	01/Jun/2020	2
Ethics Amendment Research Plan - Jun 1 2020	Protocol	01/Jun/2020	1
LOI - New Plan for Data Collection - Jun 22 2020a	Written Consent/Assent	22/Jun/2020	2
Documentation_of_Verbal_Consent - June 22 2020a	Verbal Consent/Assent	22/Jun/2020	2
Photo Release Form - June 22 2020	Written Consent/Assent	22/Jun/2020	1
Recruitment Poster - June 22 2020	Recruitment Materials	22/Jun/2020	3

REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 0000941.

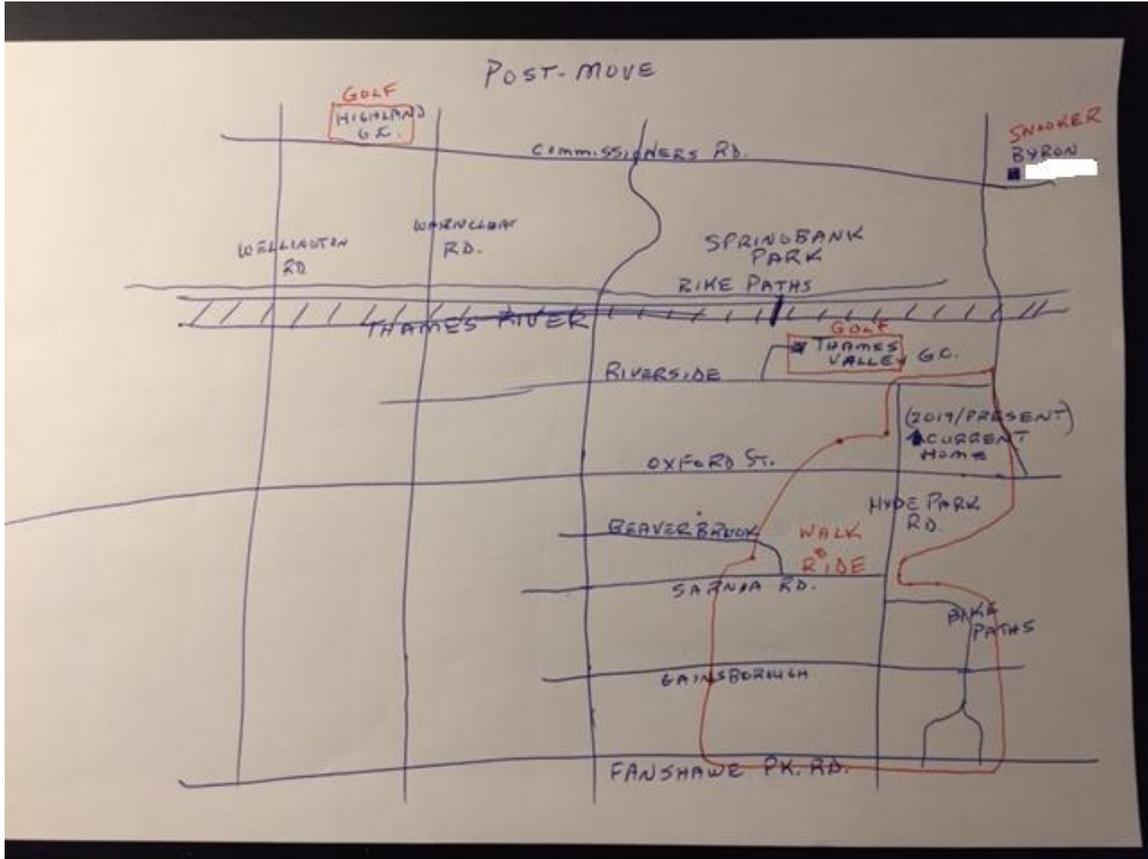
Please do not hesitate to contact us if you have any questions.

Sincerely,

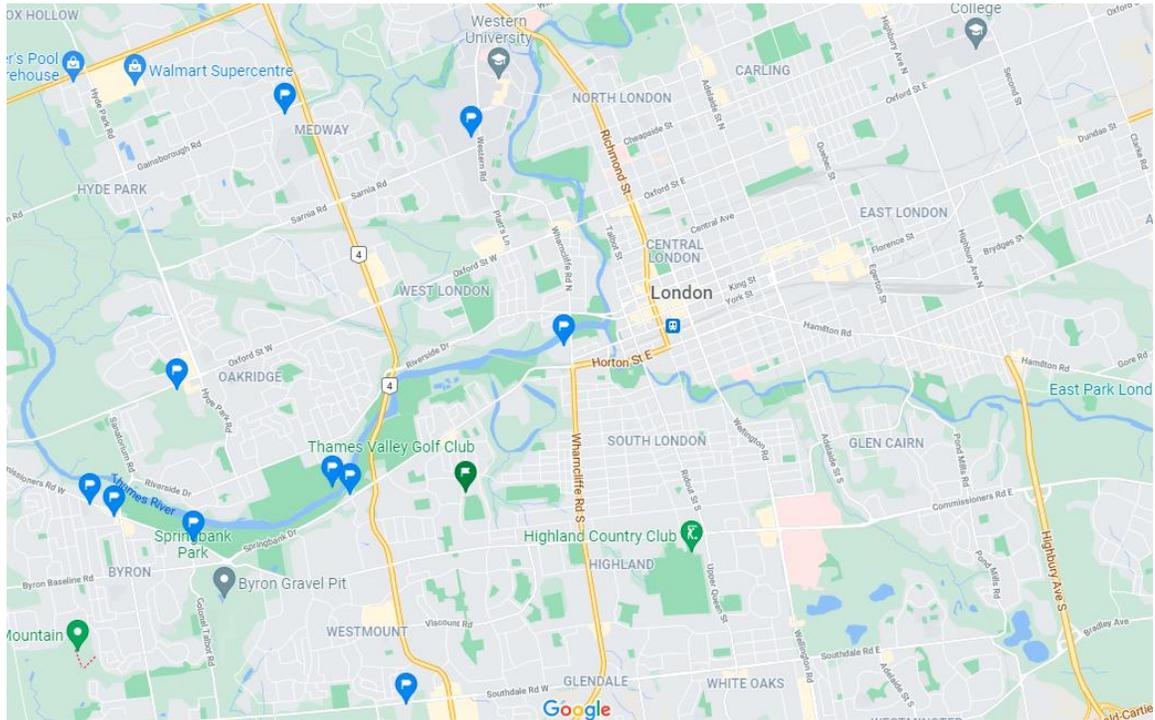
Katelyn Harris, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

**Note: This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).**

### Appendix Q: Sample Mental Map



## Appendix R: Map of leisure spaces visited by participants in London



*Note.* The markers in the map represent leisure spaces that were visited by participants, such as social clubs, fitness centers, parks, golf courses and green houses (Google Maps, 2022).

## Curriculum Vitae

### **CURRICULUM VITAE – KRISTIN PRENTICE**

#### **Relevant Research and Education Related Experience**

<b>April 2021</b>	Article Reviewer for Canadian Journal on Aging
<b>March 2020-present</b>	Co-reviewer of manuscripts with Dr. Carri Hand
<b>January 2021- January 2022</b>	Research Assistant for “Resiliency and COVID-19” pilot project
<b>June 2019</b>	Consultant for Alzheimer’s Society Middlesex’s “In-Home Recreation Therapy” pilot project
<b>May 2018 - present</b>	Abstract Reviewer for Canadian Association on Gerontology Annual Conference
<b>September 2017 – December 2018</b>	Research Assistant for “Working Together to Build Social Connectedness and Sense of Community: A Project with Seniors”
<b>May 2015-August 2015</b>	Assistant for Center of Pedagogical Innovation

#### **Academic Awards and Honours**

<b>2020</b>	Donald Menzies Bursary from the Canadian Association on Gerontology
<b>2019</b>	Health and Rehabilitation Sciences and Faculty of Health Sciences’ Fall Travel Award
<b>2019</b>	Ontario Graduate Scholarship
<b>2018</b>	Health and Rehabilitation Sciences and Faculty of Health Sciences’ Fall Travel Award
<b>2009-2011</b>	Dean’s Honour List
<b>2008</b>	Entrance Scholarship to Brock University

### Education

- 2017 - 2022** Doctor of Philosophy in Health and Rehabilitation Sciences with a focus on Health and Aging  
Dissertation: The Role of Leisure in Older Adults Moving to New Homes  
Western University, London, ON
- 2013 - 2016** Master of Arts in Community Health  
Thesis: Perceived Competencies for Seniors Care in Long Term Care Homes: An Examination in Therapeutic Recreation Undergraduate Curricula  
Brock University, St. Catharines, ON
- 2008-2012** Bachelor of Recreation and Leisure Studies (Honours with First Class Standing)  
Major in Inclusive and Therapeutic Recreation  
Minor in Psychology  
Brock University, St. Catharines, ON

### Publications

- Prentice, K., Hand, C., Misener, L., & Hopkins, J. (2022). Leisure's relation to older adults adapting to new homes: A scoping review. *Journal of Leisure Research*. <https://doi.org/10.1080/00222216.2022.2029631>
- Prentice, K., Hand, C., Misener, L., & Hopkins, J. (2022). Older adults' relocation transitions: Relations of place, leisure and identity. *Activities, Adaptation and Aging*. <https://doi.org/10.1080/01924788.2022.2056679>
- Prentice, K., & Narushima, M. (2022). Preparation for working in long term care homes: Recommendations on Therapeutic Recreation curricula from Recreation Therapists and staff in Ontario. *Therapeutic Recreation Journal*, 56(2), 127-142. <https://doi.org/10.18666/TRJ-2022-V56-I2-11109>
- Prentice, K., McCleary, L., & Narushima, M. (2019). Are changes needed for Therapeutic Recreation undergraduate curricula? Perceived competencies of therapeutic recreationists and recreation staff working with seniors in long term care homes. *Canadian Journal on Aging*, 38(2), 168-179. <http://dx.doi.org/10.1017/S0714980818000570>

### Submitted Manuscripts

Garnett, A., Pollock, H., Floriancic, N., Prentice, K., Donelle, L., Hand, C., Oudshoorn, A., Babenko-Mould, Y., & Forchuk, C. (2022). Social connectedness between family caregivers and older adults living in long-term care homes in the context of COVID-19. *Canadian Journal on Aging*.

Prentice, K., Hand, C., Misener, L., & Hopkins, J. (under review). Negotiating social spaces through leisure engagement for older adults moving to new homes. Submitted to *Journal of Aging and Environment*

Prentice, K., Hand, C., Misener, L., & Hopkins, J. (under review). The role of leisure in older adults adapting to new homes and experiencing other transitions during a pandemic. Submitted to *Leisure Sciences*

Hand, C., Prentice, K., Rudman, D., McGrath, C., & Donnelly, C. (under review). Contested occupation in place: Experiences of inclusion and exclusion in seniors' housing. Submitted to *Journal of Occupational Science*.

### Presentations

- 2021** Prentice, K., Garnett, A., Booth, R., Donelle, L., Orange, J. B., Webster, F., & Belfry, S. The pandemic's effect on social isolation and resilience among older adults living in the greater London community. Presented at Mental Health and Research Innovation Day, October 28, 2021, London, ON [virtual presentation].
- 2021** Prentice, K., Garnett, A., Booth, R., Donelle, L., Orange, J. B., Webster, F., & Belfry, S. Social isolation and resilience among community dwelling older adults during COVID-19[virtual poster presentation]. Presented at The Canadian Association of Gerontology Conference, October 23, 2021, Toronto, ON.
- 2021** Prentice, K., Hand, C., Misener, L., & Hopkins, J. Exploring leisure's role in older adults moving to new homes in London, ON. Presented at the Canadian Association of Gerontology Conference, October 22, 2021, Toronto, ON [virtual presentation].
- 2020** Prentice, K. & Hand, C. The role of leisure in older adults transitioning to new homes. Presented at the International Conference of Recreation and Leisure Studies Conference, December 10, 2020, Rome, Italy [virtual presentation].

- 2019** Prentice, K., Hand, C., Misener, L., & Hopkins, J. An integrative review on sense of home, leisure and identity in older adults' transitions to new homes [Poster presentation]. Presented at the Canadian Association on Gerontology Conference, October 25, 2019, Moncton, NB.
- 2019** Prentice, K., Hand, C., Misener, L., & Hopkins, J. Sense of home, leisure, and identity and their impact on older adults transitioning to new homes: An integrative review. Presented at the Trent Aging 2019 Conference, May 29, 2019, Peterborough, ON.
- 2018** Prentice, K., Hand, C., Sands, M., Rudman, D. L., McGrath, C., & Donnelly, C. Building social connectedness: A participatory process with seniors [Poster presentation]. Presented at the Canadian Association of Gerontology Conference, October 20, 2018, Vancouver, BC.
- 2016** Prentice, K. Perceived competencies of recreation providers working in long term care homes in Ontario: An examination into therapeutic undergraduate curricula [Poster presentation]. Presented at the Canadian Association on Gerontology Conference, October 21, 2016, Montreal, QC.
- 2016** Prentice, K. Perceptions of therapeutic recreation graduates in ability to perform gerontological competencies in Ontario long term care homes. Presented at the American Therapeutic Recreation Association Conference, September 12, 2016, Chicago, IL.
- 2015** Prentice, K. Are recreation therapists and recreation staff prepared to work in long term care? Presented at the Therapeutic Recreation Ontario Conference, June 4, 2015, Toronto, ON.
- 2015** Prentice, K. & Johnstone, J. More than just keeping busy: Perceptions of aging well from persons living in retirement. Presented at the Canadian Therapeutic Recreation Association Conference, May 24, 2015, St. John's, NL.

- 2014** Prentice, K. Does education of therapeutic recreation professionals prepare them to work in long term care? A literature review [Poster presentation]. Poster presented at Canadian Association of Gerontology Conference, October 17, 2014, Niagara Falls, ON.
- 2012** Prentice, K. Johnstone, J., Racine, S., & Whyte, C. Understanding aging well from the perspectives of persons living in a retirement home. Poster presented at Therapeutic Recreation Ontario Conference, June 8, 2012, Niagara Falls, ON.

### **Podcasts**

- 2020** Tomoletti, G. & Colosimo, F. (Hosts). (2020, November 4). Special episode: How COVID-19 has impacted Western Research Part 1: Featuring Kristin Prentice (Season 6) [audio podcast episode]. In *Gradcast*. <https://gradcastradio.podbean.com/e/special-how-covid-19-has-impacted-western-research/>

### **Webinars**

- 2021** Prentice, K., Hand, C., Misener, L., Hopkins, J. (2021, June 17). *The role of leisure in older adults moving to new homes: Preliminary findings* [Webinar]. Canadian Association on Gerontology. [https://acgcag.ca/wp-content/uploads//2021/06/CAG\\_Webinar\\_Prentice\\_17-06-21.pdf](https://acgcag.ca/wp-content/uploads//2021/06/CAG_Webinar_Prentice_17-06-21.pdf)

### **Workshop Participant**

- January 2013** Montessori Methods for Dementia

### **Teaching Experience**

#### **Teaching Assistant at Western University, London, ON**

- Spring 2021** Physiotherapy 9527 Clinics I (Upper Quadrant)  
**Winter 2021** Health Science 3721 – Aging Globally
- Spring/Summer 2020** Health Science 3704 – Population Health and Aging  
**Winter 2018-20** Health Sciences 2711b – Health Issues in Aging

**Teaching Assistant at Brock University, St. Catharines, ON****Winter 2015**

RECL 1P99 - Leadership

**Fall 2014**

NUSC 3P20 – Nursing Ethics

**Fall/Winter 2013-14**

RECL 1F91 - Introduction to Recreation and Leisure Studies &amp; RECL 2P62 – Leisure Education

**Memberships and Certificates****April 2015**Advanced Teaching Assistant  
Certificate**2013 to present**Member of Canadian Association of  
Gerontology**2012 to present**Certified Therapeutic Recreation  
Specialist (CTRS) of National Council  
for Therapeutic Recreation Certification**2012 to 2018**Member of Canadian Therapeutic  
Recreation Association