2018

Vacationing older adults

Breanna Taralson
University of North Dakota

Brittany Winter
University of North Dakota

Follow this and additional works at: https://commons.und.edu/ot-grad

Part of the Occupational Therapy Commons

Recommended Citation

Taralson, Breanna and Winter, Brittany, "Vacationing older adults" (2018). Occupational Therapy Capstones. 400.
https://commons.und.edu/ot-grad/400

This Scholarly Project is brought to you for free and open access by the Department of Occupational Therapy at UND Scholarly Commons. It has been accepted for inclusion in Occupational Therapy Capstones by an authorized administrator of UND Scholarly Commons. For more information, please contact zeinebyousif@library.und.edu.
Vacationing Older Adults

By

Breanna Taralson, MOTS

& Brittany Winter, MOTS

Advisor: Sonia Zimmerman, OTR/L, Ph.D., FAOTA

A Scholarly Project

Submitted to the Occupational Therapy Department

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Master of Occupational Therapy

Grand Forks, North Dakota

May 2018
Approval Page

This Scholarly Project Paper, submitted by Breanna Taralson and Brittany Winter in partial fulfillment of the requirement for the Degree of Master of Occupational Therapy from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

[Signature]
Faculty Advisor

4-18-18
Date
PERMISSION

Title: Vacationing Older Adults

Department: Occupational Therapy

Degree: Master of Occupational Therapy

In presenting this Scholarly Project in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the Department of Occupational Therapy shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised our work or, in her absence, by the Chairperson of the Department. It is understood that any copying or publication or other use of this Scholarly Project or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and the University of North Dakota in any scholarly use which may be made of any material in our Scholarly Project Report.

Breanna Taralson, 4/18/18

Brittany Winter, 4/18/18
# TABLE OF CONTENTS

LIST OF TABLES..............................................................................................................v

LIST OF FIGURES..........................................................................................................vi

ACKNOWLEDGEMENTS..................................................................................................viii

ABSTRACT......................................................................................................................ix

CHAPTER

I. INTRODUCTION..........................................................................................................1

II. REVIEW OF LITERATURE.........................................................................................6

III. METHODOLOGY.......................................................................................................54

IV. PRODUCT..................................................................................................................58

V. CONCLUSION............................................................................................................62

REFERENCES................................................................................................................66

APPENDIX....................................................................................................................77
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Table 2.1: ABC’s of Travel</td>
<td>14</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Figure 4.1: PEO Transactions</td>
</tr>
<tr>
<td>2.</td>
<td>Figure A.1: Woman Standing Beside Woman on White Wooden Chair Facing Body of Water</td>
</tr>
<tr>
<td>3.</td>
<td>Figure A.2: Silhouette of Airplanes</td>
</tr>
<tr>
<td>4.</td>
<td>Figure A.3: iPhone, Euro, Travel, Ticket</td>
</tr>
<tr>
<td>5.</td>
<td>Figure A.4: Walking, Airport, Travel, Waiting</td>
</tr>
<tr>
<td>6.</td>
<td>Figure A.5: White Airplane Flying on Blue and Grey Sky</td>
</tr>
<tr>
<td>7.</td>
<td>Figure A.6: Silver Van Traveling on Highway With Trees During Daytime</td>
</tr>
<tr>
<td>8.</td>
<td>Figure A.7: Vintage Car Against Blue Sky</td>
</tr>
<tr>
<td>9.</td>
<td>Figure A.8: Holidays, Car, Travel, Adventure</td>
</tr>
<tr>
<td>10.</td>
<td>Figure A.9: Light, Cars, Traffic, Bus</td>
</tr>
<tr>
<td>11.</td>
<td>Figure A.10: White Bus on Road Near in High Rise Building During Daytime</td>
</tr>
<tr>
<td>12.</td>
<td>Figure A.11: Bus, Business, Chairs, Empty</td>
</tr>
<tr>
<td>13.</td>
<td>Figure A.12: Clouds, Engine, Fast, Iron</td>
</tr>
<tr>
<td>14.</td>
<td>Figure A.13: Car, Chair, Comfort, Commuting</td>
</tr>
<tr>
<td>15.</td>
<td>Figure A.14: Red Train</td>
</tr>
<tr>
<td>16.</td>
<td>Figure A.15: Bridge, Clouds, Forest, Guidance</td>
</tr>
<tr>
<td>17.</td>
<td>Figure A.16: White Cruise Ship</td>
</tr>
</tbody>
</table>
18. Figure A.17: White Cruise Ship Near Island..............................Appendix 56
19. Figure A.18: Stairs, Sea, Ocean, Boat.................................Appendix 58
20. Figure A.19: High Angle View of People Sailing on Sea..............Appendix 62
ACKNOWLEDGMENTS

Thank you to my family and friends for supporting me throughout this journey. I would not be where I am today if it wasn't for your love and support over the last three years. I also want to thank my advisor, Sonia Zimmerman, for your guidance throughout this project. You helped us put forth the very best of our potential and create an exceptional project. Now you just need to cheer for the Wild! At last, I want to thank my partner Brittany for her amazing work throughout the last year. There is no way I could have completed this project without you! I think it’s safe to say we both need a vacation after this- to follow up on our travel research of course.

- Breanna Taralson

I want to thank my family and friends who have supported me throughout my journey in the occupational therapy program. I am thankful every day for the love and support you show me, and I am thankful to have you standing by my side during my life endeavors. I would like to thank Dr. Zimmerman for challenging me to do my absolute best, not only with this project, but throughout my entire time in the Occupational Therapy program. Your guidance and support has pushed me to be a better person. Lastly, I would like to thank my partner Breanna Taralson; I could not have completed this project without you. Thank you for your hard work and dedication to this project!

- Brittany Winter
ABSTRACT

Introduction: This scholarly project was conducted to explore the aspects of vacationing in older adults and how age-related changes seen within this population can impact decisions while traveling. The purpose of this project was to create a resource guide for older adults to help navigate the vacationing process.

Methodology: A literature review was conducted using various sources including: online databases, books on travel and vacationing, personal communication via informal interview, and through major travel corporation websites. Information from these sources was then compiled to create a resource guide for older adults.

Results: Information found within the literature review indicated that the older adult population has greater resources, time, and desire to travel. However, are also facing challenges due to age related changes, which impacts aspects of travel. As a result, a resource guide was created to assist the older adult population with travel.

Conclusions: Due to age-related changes, older adults may require additional information on travel prior to vacationing, including what to expect in regards to the process, environment, and accommodations. A resource guide will be beneficial for helping older adults plan their vacation.

Significance: Vacationing, as a leisure occupation, provides meaning and quality of life in older adults. It is important that older adults have the opportunity and access to participate in vacationing. In practice, occupational therapists can utilize information from this project to educate older adults, as well as provide them with this resource guide to ease the process of vacationing.
CHAPTER I

Introduction

Problem

According to the United States (U.S.) Census Bureau (2014), by 2050, it is expected the older adult population in the U.S. age 65 and older will be at 83.7 million, which is nearly double the amount seen in 2012. Older adults in today’s society enjoy a higher level of wealth, increased leisure time, and a higher desire to engage in travel than individuals from previous generations (Kazeminia, Chiappa, & Jafari, 2015). Older adults are likely to experience a number of age-related physical and cognitive changes affecting daily life, and ability to travel or vacation (Ahn & Janke, 2011). Given the various types of disabilities and age-related needs seen in the older adult population, it is important to make the necessary modifications and adaptations for travel (Gallagher & Hull, 1995).

Issues related to the problem

According to Muller and O’Cass (2001), there are stereotypes that older adults are too frail and disinterested in travel, when they actually have a high desire to travel. Gerontologists have found that as individuals reach a mature stage in their life, many become focused on a search for self-fulfilling activities and experiences (Patterson, 2006). Older adults desire to experience as many new experiences as possible in their lives as long as they have good health and remain physically able (Patterson, 2006). Older adult’s perception of limitations of travel play an important role in selecting or avoiding destinations, willingness to participate in various travel activities, and the
chance of revisiting a destination (Kazeminia, Chiappa, & Jafari, 2015). During travel, older adults are concerned with security and problems associated with travel arrangements, taking certain modes of transportation, getting hurt or being in danger, becoming ill, and having no energy when on vacation (Muller & O’Cass, 2001).

**Purpose of Project**

The purpose of this scholarly project was to create a resource guide for older adults to ease the process of vacationing. As older adults age, they experience a number of age-related changes that can impact the ability to engage in aspects of vacation. The resource guide provides information to older adults to use during the process, when navigating the environment, and considering using accommodations. The resource guide is designed to be distributed by occupational therapists to older adults planning a vacation and requiring further accommodation resources.

**Occupation Based Model**

After careful consideration of all the occupation-based models, Person-Environment-Occupation (PEO) model was chosen as the theoretical model to guide this project. The PEO model has four main focus areas including person, environment, occupation, and occupational performance. According to Baptiste (2017), the person is made up of the physical self, cognitive and affective self, and spiritual self. Variables associated with the person include values and interests, skills and abilities, and life experiences (Brown, 2014).

According to Brown (2014), the environment is where occupation takes place and has physical, cultural, and social components. The person influences and is influenced by the environment. Occupation is the self-directed tasks that a person engages in over the
life course. Occupational performance is the outcomes that is a result of the influence of the person, environment, and occupation. The degree of success of occupational performance is dependent on the goodness of fit of the person, environment, and occupation (Brown, 2014).

According to Baptiste (2017), when using the PEO model in practice, occupational therapists focus on how the client feels about his or her performance, and how satisfied the client is with how they are performing their meaningful occupation. When the fit between the person, environment, and occupation are at their maximum, occupational performance is at its best (Baptiste, 2017).

The PEO model aligns with this study as the person, environment, and occupation and their transactive relationship are of high importance in this study. PEO uses a transactive relationship between the domains to increase occupational performance (Baptiste, 2017). The transactions can either be a good fit or a poor fit, which would promote or inhibit participation in meaningful occupations. An example of a good fit transaction in this project is, an older adult who highly values vacationing who has recently experienced deficits in her physical abilities due to a knee replacement choosing to travel on a packaged tour bus. This is a good fit because the older adult is still able to engage in the occupation of vacationing, but completes this occupation in an environment that has less physical demands in order to match the older adults abilities. This is again a good fit demonstrating the transactive relationship between the person (physical abilities), environment (bus), and occupation (vacationing).

The project looks at the person and their skills and abilities in relation to the age-related changes they experience with vision, hearing, physical abilities, and endurance.
The mode of transportation the older adult uses, and the destination of their vacation makes up the environment, while the occupation the older adults are engaging in is vacationing. The project takes into consideration these factors to determine and maximize the fit, and ultimately increase occupational performance by enabling the older adult to experience a successful vacation.

**Key Terms**

The following are identified as key terms and concepts utilized throughout this scholarly project. These key terms and concepts are identified for a consistent understanding throughout the project.

- **Older adults** - “The gerontological literature has been reasonably consistent in defining ‘older people’ according to their retirement age of 65 years and older” (Patterson, 2006, pg. 13)
  - “This definition is based on the life course changes such as retirement, and government policies and programmed such as the Social Security Pension and Medicare in the USA that occur at, or near, 65 years of age.”
  
(Patterson, 2006, pg. 13)

- **Vacation** - A stay away from home or living area for the purpose of leisure, with the duration of stay being at least one night (Loon & Rouwendal, 2013).

- **Air-Carrier Access Act** - The Air-Carrier Access Act established in 1986 makes it illegal for airlines to discriminate against travelers due to a disability they may have (United States Department of Transportation, 2018).
• Service Animal- Any animal that is trained to provide assistance to an individual with a disability or that provides emotional support to a qualified individual with a disability (United States Department of Transportation, 2018).

• Baby Boomers- A cohort of young-old people who were born between 1946 and 1964 (Patterson, 2006).

• Accommodations- Changes that are made, due to disability or frailty, that require adjustments to be made (Patterson, 2006).

Conclusion

The purpose of the scholarly project is to provide older adults with the resources necessary to plan for vacationing. As individuals age they experience age-related changes that impact their ability to participate in meaningful occupations, such as vacationing. Occupational therapists working with older adults experiencing age-related changes can incorporate this resource guide to address concerns in regards to vacationing they may be experiencing. The project will provide vacationing older adults with a guide to make the process easier.

Chapter II will review the existing literature on vacationing, the process, environment, and accommodations of the various modes of transportation, age-related travel patterns, normal age-related changes, and the scope of the problem. The literature review addresses the gap in research, which serves the purpose of this study. Chapter III will review the methodology used to create this project. Chapter IV will consist of the product: A resource guide for older adults to use during travel. Chapter V will consist of a summary that includes limitations and recommendations for future action.
CHAPTER II

Literature Review

Vacationing

According to Loon and Rouwendal (2013), a vacation is a stay away from home or living area for the purpose of leisure, with duration of stay being at least one night. The U.S. Travel Association (2017), stated that Americans went on 1.7 billion person-trips for leisure purposes in 2016, generating over $106.4 billion in tax revenue on leisure travel. A total of 4 out of 5 domestic trips in the U.S. were for leisure purposes with the top vacation activities being visiting relatives, shopping, visiting friends, fine dining, and rural sightseeing (U.S. Travel Association, 2017). Within the field of occupational therapy, leisure is considered an occupation or a life activity in which individuals, groups, or populations engage (American Occupational Therapy Association, 2014).

History

Holden (2005) in his book entitled Tourism Studies and the Social Sciences provides valuable insights regarding the history of vacationing. The culture of vacationing has shifted throughout history and early signs date back to the Industrial Revolution. In 1784, James Watt invented the steam engine, which was a significant advancement in technology during the Industrial Revolution. This invention eventually led to the development of the railway and steamship systems for transportation purposes. Prior to this development and up until the 19th century, people had to rely on horses and wind power for any means of travel. It wasn’t until 1830 the idea of tourism began to
form, when the first railway in the world opened to passengers, running from Liverpool to Manchester England and reaching speeds up to 60 miles per hour. Following construction of this railway in England came the development of a railway network for tourism in the 19\textsuperscript{th} century. The railway network was influential to the creation of tourism both in Europe and the U.S. (Holden, 2005). Also stemming from the Industrial Revolution era, a clearer differentiation between work and leisure formed. Due to urbanization (shift from working on farms to more industry/factory labor), work became highly structured and created a regular routine, where breaking from work was not tolerated. “This pattern of separate spatial and time zones for work and leisure is reflected in contemporary tourism, as we take defined periods of time away from work, and travel away from our home environment to other places and destinations” (Holden, 2005, p.25). Increased income from this era also added to availability of resources to travel.

Since the early conception of passenger travel in the 19\textsuperscript{th} century, there have been a number of other significant developments in the late 1900s including the creation of commercial airplanes and the interstate highway system. A mix of new technology and transportation modes, coupled with seeking leisure from every day work, added to the idea of vacationing. Another key aspect of vacationing became the idea of the family road trip. Rugh (2008) stated that family vacations became established traditions in society following World War II in 1945. American highways were newly established and increasing rates of vehicle ownership added to the heightened desire to go on a family road trip (Rugh, 2008). Post-war middle-class families could afford to go on a vacation due to increased prosperity and vacation benefits at work. Also, “An ideal of family togetherness in the baby boom justified spending money on a vacation” (Rugh, 2008, p.
2). However, entering into the 1970’s, the vision of a family road trip started to fade away due to the recession and tighter family budgets.

As society entered into the 21st century, a greater emphasis on leisure time was developed. The average workweek dropped from 12 hours/day in the beginning of the 20th century to an average of 7 hours/day into the 21st century (Umberge, 2013). Developments in the 21st century added to the changing views on leisure, which included shorter workweeks, increased wages, vacation time, and enhanced productivity resulting in more free time.

Today, leisure is defined as doing something enjoyable or the time in which one is free (Umberge, 2013). As larger numbers of the baby boomer generation enter into retirement, older adults are a population with increased free time to spend vacationing. “Travel among the senior and baby boomer cohort groups is rapidly increasing and is beginning to dominate the tourism and travel market in the 21st century” (Patterson, 2006, p. 215). Baby Boomers are defined as the cohort born during the post-World War II baby boom in the U.S. (U.S. Census Bureau, 2014). This population began turning 65 in 2011, and by 2029 it’s projected that more than 20 percent of the total U.S. population will be over 65 years of age (U.S. Census Bureau, 2014). With an increase in older adults traveling in the 21st century, it becomes important to understand aspects of vacationing in this population and finding ways they can travel with ease and enjoy their free time.

Modes of Transportation

As there are several modes of transportation one can take when vacationing, it is important to consider the options available. The writers of this project found limited information about the process, environment, and accommodations available in regards to
the different modes of transportation in the literature. As a result, information was obtained by contacting major corporations and gathering information from their websites for each mode of transportation. Information was gathered about the following modes: airplane, automobile, bus, train, and cruise-ships. Travel via recreational vehicles was not included since a scholarly project that was completed earlier covering the mode of transportation in great detail (Haskelkamp, Styles & Fox, 2013).

**Airplane**

Traveling by airplane is one mode of transportation available to vacationers. The following information was gathered from Delta’s website in order to get a better understanding of the process and environment of air travel. Delta is recognized as a large, well-established company providing air-travel services worldwide.

**Process.**

There are several things travelers must plan before traveling on an airplane. One thing that must be completed is purchasing a ticket. Delta has the option of booking a flight online. When the traveler purchases the ticket online a payment must be made immediately using a credit/debit card or a digital wallet. Once a ticket has been purchased, it may be delivered via the mail or delivered electronically to an individual’s email address. Travelers also have the option of customizing their flight when they buy their ticket by paying extra for services, such as, priority boarding, in-flight Wi-Fi, mileage booster, ascend packages, and lift packages (Delta, 2017a).

Travelers must follow Delta’s baggage policy when traveling. Individuals traveling with Delta are allowed to take one carry-on sized bag and one-personal item onboard at no charge. The personal item may consist of a purse, briefcase, camera bag,
diaper bag, laptop, or something of similar or smaller size to the listed items. There are restrictions in terms of the size of the carry-on. Carry-on bags must not be larger than 45 inches when combining length, width, and height. The personal item a traveler brings with must fit securely under the seat in front of him or her. There is no weight limit to the carry-on baggage when traveling within the U.S., however, when traveling to Singapore and China there may be restrictions on weight (Delta, 2017a). Travelers are also allowed to bring another bag, called a checked bag. The checked bag must not be bigger than 62 inches when combining the length, width, and height and must be less than 50 pounds. If the baggage exceeds 50 pounds there is an additional fee. There is a $25 fee for the first checked bag under 50 pounds, and if a traveler brings a second bag under 50 pounds there is an additional $35 fee. The bags can be checked in within 24 hours of departure and are checked in and then dropped off at baggage drop. The fees for bags can be paid for online or at the airport. If individuals are traveling with medical equipment the equipment is allowed on board as an additional item at no extra cost (Delta, 2015).

Delta recommends arriving early to the airport in order to complete all necessary tasks before departure. Delta airlines recommends arriving two hours before the airplane is set to depart. Travelers must check in to their flight either at the airport or online. Individuals must be checked in at least 30 minutes before scheduled departure time, and must be at their gate at least 15 minutes before departure time. After checking in, travelers must make their way through security. When travelers arrive at the security gates, one valid form of photo identification will be needed. A valid form of photo identification can include a passport, driver’s license, or military identification. When going through security, travelers must be prepared to take off their shoes and belts, and
place metal objects and phones with their carry-on. Travelers will also need their boarding pass on hand and ready to show (Delta, 2017a).

Environment.

There are several options in regards to seating on a Delta flight. When a traveler chooses to sit in first class, there is up to 8 inches more legroom compared to a main cabin seat. Travelers have the ability to recline their seat up to 5.4 inches. Travelers have personal 11-inch screens available to them to access entertainment in new Delta airplanes. Outlets are available to charge personal electronic devices; and Wi-Fi is available on most flights. In first class, travelers receive personalized service from a flight attendant, and are given a complimentary drink or snack (Delta, 2017a).

Travelers may also choose to sit in the main cabin. In the main cabin, travelers have the option of choosing their seat ahead of time. There is up to 4 inches available to recline and have the standard amount of legroom. Travelers seated in the main cabin are given a complimentary non-alcoholic beverage and snack. Television screens in the main cabin are 9 inches versus 11 inches in first class, but are only available on select flights. Travelers traveling in the main cabin do not have plug ins available to charge devices, but have the option of purchasing Wi-Fi (Delta, 2017a).

Travelers may also choose to sit in the basic economy seating area. When traveling in basic economy seating, travelers do not get to choose their seats prior to their flight, and will receive a seating assignment after check-in or at their gate. Travelers traveling in basic economy are the last to board the airplane and are not eligible for upgrades or preferred seats. Basic economy passengers do have the option of receiving a
complimentary non-alcoholic beverage and snack during the flight. Travelers seated in basic economy are likely to be paying the lowest fare of all three options (Delta, 2017b).

Travelers traveling with checked bags must retrieve their bags in baggage claim after their flight. Delta (2017a) recommends being aware of where baggage claim is located at the airport you land at in order to make retrieving the bag easier. There are airport maps available to assist travelers with this process as well as applications on phones to help find the desired location. Delta also recommended tying something familiar around the handle of the suitcase/bag used in order to make it more easily recognizable. Travelers may choose to use shuttles at the airport to make carrying luggage throughout the airport easier. The services provided vary with each airport. The airport maps and applications mentioned above can also be used to help travelers find where to get a cab or rental car when leaving the airport. Public transportation or hotel shuttles are another option available to travelers when leaving the airport (Delta, 2017a).

**Accommodations.**

There are accommodations available to individuals with disabilities when traveling on an airplane. According to the U.S. Department of Transportation (DOT) (2018), airlines are required to be accessible due to the Air Carrier Access Act (ACAA). The ACAA (1986) makes it illegal for airlines to discriminate against travelers due to a disability they may have. This law affects all flights to, from, and within the U.S. and is enforced by the U.S. DOT. Airlines are required to provide services to individuals with disabilities, which includes assistance with wheelchair use when boarding, deplaning, and connecting to another flight. Airlines must also provide seating accommodations that
meet the traveler’s needs, and assistance with loading and stowing assistive devices (United States Department of Transportation, 2018).

According to the U.S. DOT (2018), the ACAA does not require individuals provide notice about disability-related accommodations in advance but they do recommend calling in advance to prepare airline staff and arrange for the necessary accommodations. While individuals are not required to provide notice of the condition of a disability ahead of time, airline carriers may require up to 48-hours of advanced notice, and one-hour advance notice for check-in for an individual with a disability who requests additional accommodations, services, or equipment. This notice must be provided when requesting any of the following: the need to hook-up a respirator to the aircraft electrical power supply, hazardous materials packaging for a wheelchair battery or other assistive device, medical oxygen for use onboard the aircraft, transportation for a powered wheelchair on an aircraft with fewer than 60 seats, provision of an onboard wheelchair on an aircraft that does not have an accessible lavatory, accommodation for a group of ten of more qualified individuals with a disability who travel as a group, accommodation for a passenger who must travel in a stretcher, or carriage of an incubator. If the traveler does not meet the time considerations for advanced notice or check-in requirements, the airlines must make an effort to deliver the requested service. However, this accommodation request must not delay the flight (United States Department of Transportation, 2018).

The U.S. DOT (2018) recommends following the ABC’s of accessible travel when traveling with a disability. Information on the ABC’s of travel is found in Table 2.1.
### ABC’s of Travel

<table>
<thead>
<tr>
<th>A- Arrange Ahead of Time</th>
<th>It is recommended to arrange the following prior to a flight:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Wheelchair or guided assistance if needed when boarding, deplaning, or connecting to another flight.</td>
</tr>
<tr>
<td></td>
<td>• Seating accommodations to match the individual’s needs.</td>
</tr>
<tr>
<td></td>
<td>• The need to load or stow any assistive devices.</td>
</tr>
<tr>
<td></td>
<td>○ It is best to provide thorough information about accommodations to help the airline better meet the individual’s needs</td>
</tr>
<tr>
<td>B- Be informed, be prepared</td>
<td>• Confirm the accessibility needs with all airlines an individual is traveling on ahead of time</td>
</tr>
<tr>
<td></td>
<td>• Be aware of gate and flight time changes and notify the airline if you need to change gates</td>
</tr>
<tr>
<td></td>
<td>• Check flight status before arriving at the airport</td>
</tr>
<tr>
<td></td>
<td>• Arrive early to ensure there is enough time for check in, security screening, and boarding</td>
</tr>
<tr>
<td></td>
<td>• Bring instructions for airline personnel on how to use a wheelchair or assistive device</td>
</tr>
<tr>
<td>C- Call for help</td>
<td>Call for help when:</td>
</tr>
<tr>
<td></td>
<td>• A traveler encounters a disability access-related issue</td>
</tr>
<tr>
<td></td>
<td>• A traveler has a complaint</td>
</tr>
<tr>
<td></td>
<td>• A traveler is concerned about security</td>
</tr>
</tbody>
</table>

(United States Department of Transportation, 2018)
Airlines are also required to make accommodations when individuals travel with an assistive device. The U.S. DOT defines an assistive device as a piece of equipment that assists a traveler cope with the symptoms of their disability. The devices are intended to assist a customer to hear, see, communicate, maneuver, or perform other daily life functions. These devices include, but are not limited to: crutches, canes, walkers, braces, prosthetics, wheelchairs, hearing aids, portable oxygen concentrators, continuous positive airway pressure (CPAP) machines, and prescription medications and any medical devices needed to administer the medications. A traveler is able to store their assistive device in an overhead compartment, under the seat in front of the traveler, or in a designated storage area if it fits and complies with federal aviation administration (FAA) or foreign safety regulations. The assistive device is not included in the airline’s baggage limit, unless the bag contains personal items, in which then the airline may count it towards your baggage limit and the traveler may be subject to a fee. If the assistive device cannot be stowed in the passenger cabin, it can be stowed as cargo at no extra cost. Airlines must return the device to the traveler in a timely manner, and as close as possible to the door of the aircraft after the flight unless the traveler requests to pick it up in baggage claim (United States Department of Transportation, 2018).

When using a Portable Oxygen Concentrator (POC), there are several things to consider. First, the POC must meet the FAA requirements, or have a label from the manufacturer stating that it can be used on an aircraft. Airlines require the traveler to provide up to 48-hour notice of use of a POC while onboard, provide a medical certificate for use of the POC onboard, bring fully charged batteries to supply the device for at least
150% of the duration of the flight, and check in one hour before the regular check in time period (United States Department of Transportation, 2018).

Travel with service animals is another factor to be considered. According to the U.S. DOT (2018), a service animal is defined as any animal that is trained to provide assistance to an individual with a disability or that provides emotional support to a qualified individual with a disability. Documentation of proof of need to travel with an emotional support service animal may be required. Airlines may exclude animals that are too large or heavy, pose a threat to the health and safety of others, cause a disruption to cabin service, and animals that are prohibited from entering a foreign country. A variety of service animals are allowed onboard aircrafts; however, airlines are not required to accept snakes, reptiles, ferrets, rodents, and spiders (United States Department of Transportation, 2018).

**Automobile**

Vacationing with an automobile is another option for travelers. According to Patterson (2006), car travel is the most popular form of vacation travel with 59% of older adults choosing to travel in an automobile when taking trips for enjoyment. Information on automobile travel was gathered from the website of American Automobile Association (AAA). According to AAA (2018), services are provided to more than 55 million individuals in the U.S. and Canada. AAA also provides services to 130 different countries. AAA’s services include free towing up to 5 miles, vehicle locksmith, mobile battery service, and fuel service delivery. AAA also offers members opportunities to save on attractions, hotels, rental cars, dining, entertainment, and travel (AAA, 2018).
AAA recommends looking and checking for several things as an individual prepares to drive. First, there are factors that should be checked outside the vehicle. This includes looking around the vehicle for objects that might interfere while the car is moving, as well as checking the environment for other individuals in the surrounding area. Drivers should also check the automobile’s headlights, windshield, side and rear-view windows, turn signals, brake lights, and taillights to make sure they are clean and functioning properly. Drivers should inspect the tires for any problems, and tire pressure should be checked once a month to expose any tire that may be improperly inflated that the eye may not notice. Drivers should also check under the vehicle for any fluid leaks before entering the vehicle. AAA recommends inspecting the oil, brake fluid, coolant, drive belts, transmission fluid, power-steering fluid, and battery as one prepares to drive. If individuals do not feel qualified to complete these inspections, they may take it to an auto repair shop to have the mechanics of the car checked before traveling. When driving, drivers should keep both hands on the steering wheel. AAA recommends keeping the hands rested at the 3 o’clock and 9 o’clock position on the steering wheel to allow for the most control when steering. Drivers must be able to park when arriving at their destination. To park the automobile on the curb, the individual should be parked approximately six inches from the curb. When parallel parking, drivers need to make sure the space they are attempting to park in is at least one and a half times the length of the vehicle. After that, drivers must manage the steering and speed while paying attention to where the center of the vehicle is, as well as the rear edge of your vehicle (AAA, 2018).
Environment.

When vacationing in a car, it is likely that the traveler will sit for an extended period of time. There are several comfort and ergonomic factors one must consider when seated in a car for long periods of time. AAA (2018) recommends drivers be seated in a comfortable, upright position behind the steering wheel with the head rest positioned slightly above the driver’s ears, and three inches within the back of the driver’s neck. According to Recovre (n.d.), the seat height should be raised high enough to ensure the driver has full view of the road. The back rest should provide support along the full length of the back, and should provide support with no pressure points (Recovre, n.d.). The seat should place the driver in a position where they can reach the accelerator and brake pedal without having to lift the heel off of the floor (AAA, 2018). The thighs should be fully supported along the length of the cushion, and there should be no pressure on the back of the knees (Recovre, n.d.). Drivers should make sure they do not sit too close to the steering wheel, as sitting to close can increase fatigue and interfere with steering when driving (AAA, 2018). AAA (2018) recommends there to be approximately 10-12 inches between the steering wheel and the sternum of the driver to decrease injury to the arm, neck, and face in the event of a crash. Recovre (n.d.) suggests all controls should be within easy reach, elbows and shoulders should be relaxed, and there should be clearance of the steering wheel from thighs and knees. The mirrors should be placed in a position where there is adequate vision of the driver’s surroundings (Recovre, n.d.). According to AAA (2018), the bottom strap of the seat belt should be placed so it rests across the driver’s hipbones, and the top strap should cross across the driver’s chest and the middle of the shoulder. If the seat belt causes the driver any pain, it is not positioned
correctly (AAA, 2018). Ensuring these factors are correct when driving will reduce driver fatigue and increase comfort and safety while traveling in an automobile (Recovre, n.d.).

**Accommodations.**

The National Highway Traffic Safety Administration (NHTSA) (2017) suggests having an evaluation completed by a certified driver rehabilitation specialist in order to have assistance with finding the appropriate adaptive equipment in order to meet the needs of individuals who need accommodations while driving. During this assessment, the specialist will look at the current need, as well as the future need for adaptive equipment based on medical status/condition. The specialist will also look at the individual’s vision, muscle strength, flexibility, and range of motion, coordination and reaction time, decision-making abilities, and one’s ability to drive with adaptive equipment. Once the evaluation is completed, the specialist will provide the individual with a list of recommendations on vehicle requirements and modifications (NHTSA, 2017). AAA (2018) also recommends ensuring proper fit in a car before looking for any adaptive equipment. In order to find the proper fit, AAA (2018) recommends attending a CarFit clinic in order to help drivers get the proper fit in their car.

There are various accommodations and equipment that can be provided in order to assist an older adult when driving their automobile. According to Koppa (2004), the current automotive adaptive equipment is built to accommodate for deficits in range of motion, dexterity, and strength that older adults typically experience. Some equipment to accommodate for range of motion deficits are a worm drive hose clamp on a turn signal, an added extension handle, and steering assists to make steering easier. There is also equipment to accommodate for the loss of strength in automobiles. Koppa (2004)
suggests using adaptive equipment such as relocation of foot pedals to hand or arm handles, adding a clamp on handle, or a quad key extension. Other older adults may have problems getting into and out of their car. To accommodate for this deficit there are things such as extra assist handles, as well as steps that can be installed into the automobile (Koppa, 2004). AAA (2018) also recommends drivers use hand controls, pedal extenders, special mirrors, and specially designed cushions in order to accommodate for impairments. AAA (2018) recommends seeing an occupational therapist for a driving assessment when looking at making modifications to a car.

**Bus**

Another form of transportation travelers can use during travel is a bus. The website of the biggest continental bus network, Greyhound, with 3,800 stations across the U.S., Mexico, and Canada was used to gain an understanding of the process, environment, and accommodations when traveling via bus. The following information was found on their website.

**Process.**

The first step in traveling via bus is to buy the tickets. Travelers have the option of buying tickets for a vacation on the same day of their trip, or in advance. Greyhound, however recommends buying the tickets in advance as tickets are generally cheaper this way. Travelers must then consider what transportation system to take to the bus station. Greyhound has a bus finder tool available to provide travelers with the address, directions, hours of operation, and contact information to each station. The company also has parking available for travelers so there are options for travelers who choose to arrive
via personal automobiles. Travelers must pay an additional price to park their car with Greyhound (Greyhound, 2018a).

If travelers do not have tickets upon arrival at the station, they can either get tickets themselves at a self-serve kiosk station or go to the ticket counter to receive assistance with obtaining tickets. If travelers have bags that need to be checked in, it must be done prior to boarding. Each traveler gets one carry-on bag to bring with him or her on the bus at no cost. This bag must fit into the overhead compartment or beneath the seat and must weigh 25 pounds or less. Travelers are also allowed a checked bag, at a cost of $15. Checked bags must be a maximum of 62 inches (total of the bags length, width, and height). The bag cannot weigh more than 50 pounds. The checked bag is stored underneath the bus, so it is important to keep anything you will need during the trip in your carry-on bag. A bus side bagger will load the checked bags in the bus storage for travelers. Older adults, individuals with disabilities, and children are also able to get special handling tags at the ticket counter to let bus workers know they need help transferring bags during the trip (Greyhound, 2018a; Greyhound, 2018b).

The next step in bus travel is to board the bus. Boarding begins 20 minutes prior to departure time, but if travelers are not there within five minutes of departure time, the bus company has the right to give the seat away. In order to get on the bus, the traveler must go up several steps. The bus staff is able to assist individuals with getting on and off the bus if a passenger requests it. The front rows are reserved for older adults, disabled, and unaccompanied children, but they are able to choose the seat they found to be most comfortable. There is also a lift that assists travelers in wheelchairs and mobility scooters onto the bus. Once on the bus, travelers have the choice to either sit in their device or in a
regular seat during transportation. If the traveler chooses to sit in a seat, the bus staff will stow their device under the bus. Each bus has room for two passengers in mobility devices. The weight of the device and passenger must not exceed 600 pounds, the dimensions of the wheelchair must be no bigger than 30 by 48 inches, and the scooter must be no bigger than 30 by 30 by 48 due to lift limits. It is important to arrive to the station early if you are traveling with a wheelchair or scooter in order to ensure the staff is able to properly assist you and the bus departs at the correct time (Greyhound, 2018a; Greyhound, 2018b)

**Environment.**

Once the traveler is on the bus, the bus is equipped with several options for entertainment. This includes access to movies and television shows to watch, games to play, access to the internet, and the ability to stay up to date with the news. With the purchase of a ticket, and bringing an electronic device on the bus, each person has access to the entertainment features. There are also personal power outlets available near almost every seat to plug in any personal electronic device. The seats are made of leather and recline with a footrest. There are only two seats in each row, which means travelers either get a window seat or an aisle seat and do not have to share an arm rest. There are also bathrooms on board the bus, if needed; the bus also makes stops occasionally to provide passengers with the opportunity to stretch their legs (Greyhound, 2018a).

**Accommodations.**

Some of the accommodations available to older adults or disabled are listed above, but there are also other accommodations/services that these individuals may find beneficial when traveling on a bus. Travelers should keep medications with them in case
medications need to be taken during the trip. Greyhound also allows service animals; which Greyhound defines as, any guide dog, signal dog, seizure response dog, psychiatric service dog, sensory signal dog, or other animal that is trained to assist, or perform a specific task for an individual with a disability. The animals provide services such as guiding individuals with impaired vision, alerting individuals with hearing deficits, guarding the individual during a seizure, pulling a wheelchair, and retrieving items that may have been dropped. Another accommodation that may be necessary is traveling with a portable oxygen system. Greyhound bus services allow individuals to travel with oxygen systems, but only allow a total of four canisters. Two canisters may be stored on the bus, and two must be stored in the checked baggage area. Canisters must not be bigger than 26 inches long and 4.5 inches tall. The containers stored in the checked baggage area must have protective cases with safety caps on the valves. The passenger is required to bring enough oxygen for the trip or must individually schedule refills as needed. Greyhound does require travelers to travel with another individual if they need assistance with restroom tasks, dispensing medications, or need constant care during travel. While Greyhound does provide some disability services, they do not have adequate staff to provide services to someone who needs constant assistance or an individual who requires assistance with self-cares (Greyhound, 2018b).

**Train**

Trains are another means of transportation older adults can take while vacationing. In an attempt to find out more information regarding this mode of transportation, a call was placed to Amtrak National Railroad Passenger Corporation. Amtrak is a large corporation providing rail passenger service in 46 states, the District of
Columbia, and three Canadian provinces with 21,000 route miles and more than 300 trains (Amtrak, 2018). After speaking with customer relations, this student writer was informed that Amtrak could not physically answer questions involving research projects or papers of any kind. In order to gain information regarding the process, environment, and accommodations for traveling by train, Amtrak’s online website was used as a primary source.

**Process.**

According to Amtrak’s website, tickets can be purchased online through the reservation call line, or at staffed stations. Once tickets are purchased, travelers can begin the boarding process by checking their ticket at the gate. The boarding process varies from station to station. At Amtrak, if a person is traveling from stations in Seattle, Portland, or Los Angeles there are seat assignments, so travelers need to show their tickets to employees at the gate prior to boarding. However, at other stations, travelers are able to move from the waiting area to the platform first. Boarding gates typically open 15 minutes prior to departure and many of the stations will display boarding gate locations for each train. It is also common for announcements to be made by customer service representatives regarding boarding times and gate locations. At unstaffed stations, travelers should look for instructions on signs and kiosks for how and where to board the train. Train crews will be there to assist with boarding the luggage and directing travelers to the correct train car. Amtrak recommends travelers arrive at the station at least 30 minutes prior to departure time, or earlier if help is needed with baggage or other services. For safety purposes, always wait behind the yellow line on the platform and be aware of the gap between the platform and train while boarding (Amtrak, 2018).
**Environment.**

The train stations or lounge areas vary at each location depending on the facility, size, and whether or not it is staffed. Once on the train, travelers will typically have three options for seating accommodations: coach, business, or first class. On most long-distance routes sleeping accommodations are offered as well, using a two-level superliner or one level view-liner train car. The bedrooms on either the superliner or view-liner are arranged differently depending on the type of room purchased (roomette, bedroom, bedroom suite, family bedroom, accessible bedroom), and include either private or public bathrooms and showers. The superliner and view-liner trains both offer accessible sleeping rooms with the capacity for a wheelchair. Specific room dimensions and a full list of amenities are listed on Amtrak’s website and vary between the two types of trains. Common amenities listed on both trains include meals, space for up to two or three adults, attendant call buttons in bedroom and restroom areas, accessible showers and toilet, individual reading lights, climate control, wheelchair space/storage, towels and bed linens, bottled water, electric outlets, and personal service for turn-down, coffee, and bed making (Amtrak, 2018).

**Accommodations.**

According to Amtrak, most stations are accessible to travelers needing accommodations. It is recommended to call and make reservations in advance (more than 14 days prior to departure) for those with hearing or vision loss, those who need space for a wheeled mobility device, need access to an accessible seat, or would like an accessible room. When booking a ticket and accommodations, travelers must certify they require one or more of the accessibility features and written documentation must be provided.
when boarding the train. Amtrak also has the option of traveling with a companion or attendant. If a traveler anticipates he or she will need help with self-care tasks such as dressing, feeding, or medicating, he or she is advised to travel with an attendant, as Amtrak does not provide these services (Amtrak, 2018).

As far as needing a mobility device, Amtrak accommodates most wheeled devices in use today, with specific dimension and weight requirements listed. The device should not exceed 30 inches wide by 48 inches long and have at least 2 inches of ground clearance. Also, a combined weight of the person and wheelchair should not exceed 600 pounds. If it is a collapsible wheelchair, the traveler must transfer to an accessible seat, however if not collapsible the traveler must remain seated in the device during travel. Amtrak personnel are available to assist a traveler on/off the train and platforms at the station if needed. Oxygen equipment is allowed on the train; however a traveler must qualify as having a disability and provide proper documentation regarding a need for equipment. If needed, service animals are also allowed on the train under certain guidelines. Service animals must remain on the floor, be on a leash/harness, and must be under the owner’s control at all times. With any accommodation or accessibility need, a traveler should call ahead of time to make a request. Amtrak states travelers can request reasonable modifications to policies or procedure when necessary, and personnel will work to ensure travelers who need these services will be able to use Amtrak train services (Amtrak, 2018).

Cruise Ship

A cruise ship is another mode of transportation older adults can use for traveling. Vacationing on a cruise ship, also known as cruise tourism, refers to the time spent for
leisure purposes on a water vessel/cruise liner (Patterson, 2006). Cruise ships are often massive vessels weighing roughly 137,000 tons and spanning nearly 1,000 feet depending on the ship or cruise line (Kwortnik, 2008). Research on the topic of cruise ships, although limited, was found to describe the process, environment, and accommodations. Information was also incorporated from Carnival’s online website as this corporation is considered among the world’s most popular cruise lines, with 24 ships offering 3 to 16-day voyages to travelers and departing from every U.S. coast as well as Canada, Puerto Rico, Europe, and Barbados (Carnival Corporation, 2018).

**Process.**

Carnival lists several options for cruise destinations on their website for travelers to search and choose from. Once selected, travelers are able to book their trip online. Carnival addresses questions such as how many rooms are needed for booking and how many people are in the group. The booking information form also includes a section that allows travelers to select from options including: age 55 or older, in the military, rates for club or past guests, and an option for an accessible stateroom needed. If selecting an accessible stateroom, Carnival provides a list of rooms to choose from on the website, which includes choices such as an accessible suite, accessible ocean view, or an accessible interior. Next, travelers are given an option to select a room on the back, middle, or front of the ship, as well as deck preference. Tickets can then be purchased at checkout. Once tickets are purchased, travelers should start planning how to arrive at the ship on the day of departure. Carnival offers airport shuttles and car services that will transport travelers directly to the ship for boarding. Travelers should check-in for the cruise no later than midnight prior to the sailing date and should also make an arrival
appointment time. Upon checking in, travelers will then be able to print cruise documents such as luggage tags and boarding passes (Carnival Corporation, 2018).

**Environment.**

The physical environment is often complete with design elements of extravagant amenities such as: casinos, shopping malls, basketball courts, rock-climbing walls, mini golf courses, in-line skating tracks, and even ice skating rinks, along with other amenities including spas, fitness centers, pools, theatres, video arcades, and numerous restaurants. Recent innovations on some cruise liners have also included aqua environments on the ship deck to include surfing wave pools and hot tubs for travelers to enjoy (Kwortnik, 2008).

Kwortnik (2008) conducted a qualitative study regarding the impact of cruise ship environments, known as the “shipscape”, on cruisers’ emotions and onboard behavior. Data was collected from an online website community known as CruiseCritic, which consisted of 219,000 members, 401,000 threads, and 6.8 million posts. Participants were diverse ranging from first-time cruisers to experienced travelers. Three themes were found including the ambient factors (sounds, lighting, motion), design factors (layout and size), and social factors (relationship with crew). Kwortnik (2008) found that cruise line travelers had positive and negative things to say about all the various factors. Some key points were discussed with each topic however. With ambiance, some travelers discussed an inability to escape noises inside the ship and found the motion of the ship challenging. One traveler described a section on the ship that was uncarpeted and had raised bumps, which made walking to and from the cabin more difficult. However, comments were positive on lighting aspects inside the ship. Cruise layout was dependent on personal
preference for larger ships compared to smaller ones or modern versus traditional ones. Some travelers sought out the extravagant amenities and others simply enjoyed the cruise atmosphere on the water. The social aspect also added to the positive experience of a cruise for some people, expressing how a positive interaction with staff created strong feelings regarding the cruise experience and created greater memories (Kwortnik, 2008).

Accommodations.

Limited research was available on current accommodations in the literature, however Gallagher and Hull (1995), discussed cruise ship accommodations for travelers with limitations due to age. A total of eight different cruise lines were surveyed regarding accommodations. Gallagher and Hull (1995) found that in newer Carnival ships, all areas were accessible and included wider doorways, built in shower seats, and lower peepholes in the door for wheelchair users. Guide dogs were also allowed on the Carnival ships, but travelers with a vision or hearing impairment needed to be self-sufficient or with someone who could provide assistance. The Royal Majesty cruise line stated that all levels of the ship are accessible by wheelchair, with cabins offering further accessibility with wider bathroom doorways, larger bathrooms, and grab bars and tub benches. Royal Caribbean offered wheelchair accessible cabins with wider than standard doorways allowing for wheelchair turnaround. Also, other amenities included bathroom handrails, fold-down shower stools, raised toilet seats, assistive technology listening device kits, vibrating alarm, strobe lights if there is a knock at the door or if the telephone rings, and telephone amplifiers (Gallagher & Hull, 1995).

Since the time of Gallagher and Hull’s (1995) study, further legislation/laws have been put into place to incorporate more accommodations onto cruise ships. Carnival
Cruise Lines/Carnival Corporation argued that cruise ships should not be included in the Americans with Disability Act (ADA), as the act does not specifically list vessels, boats or ships in the definition. However, according to ADA.gov (2000), “The Department of Justice has determined that a cruise ship is a place of public accommodation and is therefore subject to Title III of the ADA” (p.4). In 2013, the Architectural and Transportation Barriers Compliance Board proposed further guidelines for altering passenger vessels under the ADA, making vessels more accessible. These specific guidelines have not been enforced by law but would include construction and alteration designs of the vessel including provisions of onboard routes, vertical access between decks, doorways, bathrooms, guest rooms, alarm systems, and other passenger spaces (Access-board.gov, 2013).

**Age-related changes in travel patterns of older adults**

There are many stereotypes associated with aging, including stereotypes about older individual’s health, memory, mood, and participation in leisure activities. Muller and O’Cass (2001) completed a study in Australia and found some stereotypes that people commonly have about older adults in regards to leisure are that they are weak, not open to trying new things and experiences, and are unable to handle the tasks associated with vacationing. These stereotypes, however, hide the truth that older adults desire to travel. Older individuals in today’s society enjoy a higher level of wealth, increased leisure time, and a higher desire to engage in travel than individuals from previous generations (Kazeminia, Chiappa, & Jafari, 2015). While older adults highly value travel, some of the patterns and decisions they make when planning a vacation often need to be altered due to age-related health changes. There are several factors that impact the
decisions older adults make when planning a vacation. Perceptions that older adults have about their own age, health, and activities of travel have a big impact on vacationing (Kazeminia, Chiappa, Jafari & 2015; Muller & O’Cass, 2001). Muller and O’Cass (2001) found that an older individual’s self-assessed health is the biggest predictor of them choosing whether to go on a vacation or not, as well as decisions about activities to do while vacationing, travel companions, destinations, risks, and modes of transportation. The way individuals perceive travel constraints is also a factor in the decision-making process of older adult travelers (Kazeminia, Chiappa, & Jafari, 2015).

Age and Activities

Muller and O’Cass (2001) found that the age individuals perceive themselves as impacts the decisions they make when it comes to choosing activities to engage in while on vacation. Individuals who thought of themselves as healthier were more likely to desire engagement in more youthful activities while on vacation. This was because individuals who perceive themselves as healthier had a high value for fun and enjoyment in life (Muller & O’Cass, 2001). Individuals who perceived themselves as younger were more likely to travel with an intent of finding excitement and physical stimulation, whereas individuals who perceived themselves as older valued security as a motive for travel (Muller & O’Cass, 2001). Kazeminia, Chiappa, and Jafari (2015) found that older individuals in the planning stages of a vacation perceived physical limitations and no companion as constraints to vacationing and commonly looked for packaged tours to help cater to the limitations they experience. Older adults in this study were also more interested in information about accommodating tours than the destination itself (Kazeminia, Chiappa, & Jafari, 2015). Muller and O’Cass (2001) also found a difference
between genders with preferences for vacation activities in older adults. Males were more likely to be attracted to activities of a younger age, such as white-water rafting, glacier hiking, and rock climbing, while women preferred activities common to the age group, such as forest treks, bird watching, and walking (Muller & O’Cass, 2001).

**Travel Companions**

Older adults also demonstrated a preference in the number of people that traveled with them. Individuals who perceived themselves as younger preferred to travel with just one other person, while individuals who perceived themselves as older preferred to travel with a group of friends or family. Kazemini, Chiappa, and Jafari (2015) found similar data in the expressed preferences of companionship of older adults when traveling. One life event that many older adults experience as they age is the loss of a travel companion. Many older adults perceive the lack of a travel companion as a constraint to travel. Kazemina, Chiappa, and Jafari, (2015) found that when older adults searched for travel advice before a vacation, searching for advice about how to find travel partners was important. Many senior travelers reported satisfaction when traveling with relatives or in small groups, similar to Muller and O’Cass’ findings. Older adults also preferred to engage in activities of travel with individuals of similar age (Kazeminia, Chiappa, & Jafari, 2015; Muller & O’Cass, 2001).

**Destinations**

Preferences of destination when vacationing also change as travelers age. Muller and O’Cass (2001) found that all perceived ages of older adults rated islands, mountains, and outback as the most popular destinations when traveling. However, individuals who perceived themselves as older also preferred traveling to the city and outback compared
to individuals who felt younger. This evidence suggests that older adults who perceive themselves as older than they are have more of a social objective when traveling (Muller & O’Cass, 2001). Patterson (2006) found that while some seniors (18%) rated social activities as the most important criteria when selecting a tour, the majority of seniors (53%) rated health and safety concerns as their top criteria. Peterson (2007) completed a study concluding individuals age 75 and older have the highest probability to not take a vacation compared to individuals between the ages of 55-74. These older adults (age 75 and older) also had the lowest probability to take a vacation with lodging, and instead preferred to take day trips compared to travelers between age 55-74 (Peterson, 2007).

Muller and O’Cass (2001) found no differences in travel frequency between individuals who perceived themselves as younger compared to older. Kazeminia, Chiappa, and Jafari, (2015) found that older adults preferred to visit fewer sites and enjoy their time more thoroughly. Another common theme was for older adults to use packaged tours to help simplify the responsibilities of planning and making vacation arrangements. In the planning process of a vacation, older adults were highly focused on choosing a tour that suited physical abilities and were accommodating to physical needs (Kazeminia, Chiappa, & Jafari, 2015.)

**Constraints of Travel**

Looking at the risks when traveling is another factor older adults consider when planning vacation travel. Muller and O’Cass (2001) found that individuals who perceived themselves as younger than actual age, were not concerned about encountering travel risks such as issues with travel arrangements, being put in danger, getting hurt, or becoming ill, whereas individuals who felt older expressed these concerns. The older
individuals who felt younger also did not worry about getting good value for their money, time and resources when on vacation. These worries were also found to be higher in females compared to males. Individuals who felt younger did worry about one thing when traveling which was worrying about having a vacation that was not satisfying (Muller & O’Cass, 2001). Older individuals were found to be interested in traveling when there were risks, but the thought of missing travel outweighed the concerns (Kazeminia, Chiappa, & Jafari, 2015; Muller & O’Cass, 2001).

**Transportation Mode**

There are also patterns in decisions made about modes of transportation when traveling. Patterson (2006) found that in the U.S., the most common form of vacation travel in older adults was by car at 59%. Flying by airplane was the second most used form of transportation used by older adults with 28% of them using airplanes when vacationing. Bus and train services were least likely used with this age group with only 1% of older individuals using them when traveling. While using a car was the most common form of travel, the usage decreases after individuals turn 65 as a result of age-related health changes these individuals experience, as well as a decrease in stamina needed to drive long distances. When older individuals use cars for vacationing the primary intent was to visit children, relatives, and attend entertainment and work-related functions. Using a bus was rated the least commonly used among vacationers in this age group, however, the usage of this form of transportation increases as a person ages. There was an increase in packaged tours used in individuals aged 55 and older because these tours typically included travel by bus and/or airplane. Older individuals used this form of transportation as they got older because they wanted someone else to do the driving, had
vision problems or weakness, and cost (Patterson, 2006). The following information will discuss the age-related changes older adults experience, which might impact their decision or overall abilities to vacation.

**Age-related changes impacting vacation travel**

There are several changes common among older adults, impacting vacation travel. According to the American Psychological Association (2018), older adults experience several age-related physical/mental changes that impact their abilities to perform everyday activities. Approximately 25% of adults over the age of 65 have a hearing impairment and this percentage further increases after the age of 75 (American Psychological Association, 2018). Vision changes occur, as well in older adults, which can create difficulties with tasks such as reading and driving for instance (American Psychological Association, 2018). Common age-related changes in older adults associated with vision, hearing, physical mobility and endurance, often impact older adults’ desires and/or abilities to engage in vacation travel.

**Vision**

Visual impairment is considered one of the most common disabilities in older adults (Horowitz, Brennan, Reinhardt, & MacMillan, 2006). It is expected that with an overall increase in the older adult population, visual impairments will become even more prevalent in this population in the years to come (Stuen & Offner, 2000).

What are some of the common vision changes that older adults experience? Starting around age 40 to 50, individuals begin to experience presbyopia, in which the lens of the eye starts becoming more yellow, dense, and less elastic, making it harder to focus. When this occurs, reading books, or other close items, becomes more challenging.
(Stuen & Faye, 2003). Difficulty focusing, due to symptoms of presbyopia, may be corrected through use of progressive lenses, reading glasses, or glasses with bifocals (Stuen & Faye, 2003).

Another normal age-related change is needing more light to complete tasks and having greater difficulty seeing at night. This is largely due to pupil size becoming smaller with age allowing for less light to enter the eye (Stuen & Faye, 2003). Transitioning from light to dark environments may lead to greater fall risks caused by difficulties adapting to the light changes (Watson, 2001). Due to smaller pupil diameter, older adults also have difficulty with color discrimination and being able to distinguish between like colors such as brown versus black or blue versus green (Watson, 2001).

It is important to review common age-related vision disorders seen within this population, as these contribute significantly to difficulties with functional tasks or navigating the environment. According to the Center for Disease Control (CDC) and Prevention (2015), “The leading causes of blindness and low vision in the U.S. are primarily age-related eye diseases such as age-related macular degeneration, cataracts, diabetic retinopathy, and glaucoma.”

Macular Degeneration, is considered to be the leading cause of vision impairment in those above the age of 60 years old (Stuen & Faye, 2003). This degenerative condition causes blurry or diminished central vision (Stuen & Offner, 2000). According to Watson (2001) macular degeneration can significantly impact ability to perform everyday tasks such as recognizing faces, reading, determining depth and distance, and recognizing color and contrast sensitivity. The second most common eye condition seen in older adults is cataracts, or clouding of the lens of the eye. This condition results in diminished light
being able to pass through the lens, causing a person to experience blurry or cloudy vision and making everything look and seem hazy (Stuen & Offner, 2000). The third eye condition commonly seen among older adults is diabetic retinopathy, which is caused from complications of diabetes. The onset of this condition can be delayed with proper management of diabetes, but ultimately cannot be prevented (Stuen & Offner, 2000). Blood vessels break down in the eye, form retinal scars, and create blind spots so vision appears to be spotty (Stuen & Faye, 2003). The effects of this condition can create field loss over the retina making it difficult to read or complete other detailed tasks; there may be mobility problems from a loss of depth and contrast; sensitivity to glare; and a loss of color sense (Watson, 2001). The last condition, glaucoma, causes a loss in peripheral vision due to degeneration of the optic disc (Watson, 2001). However, this condition is treatable so early detection is key to prevent any further vision loss (Stuen & Offner, 2000). If an individual has glaucoma, difficulties with mobility are often common due to restrictions in his or her visual fields (Watson, 2001).

**Hearing**

Hearing impairment is an age-related change experienced in older adults, potentially affecting desire and ability to travel. According to the National Institute on Deafness and other Communication Disorders (2017), “Approximately one in three people between the ages of 65 and 74 has hearing loss and nearly half of those older than 75 have difficulty hearing.” Due to the significance and occurrence of hearing impairment among the older adult population, it is important this condition is addressed as a health problem with implications for participation in everyday activities.
Age related hearing loss in older adults is known as presbycusis, or a decrease in hearing sensitivity, in which a person loses the ability to perceive high-frequency sounds or understand speech in busy/loud environments (Ko, 2010). When this occurs, a number of things might be happening within the ear itself. According to Bance (2007), the exact cause of presbycusis is not well known, however it is suggested that sensory cell degeneration within the cochlea, associated with aging, is a contributing factor. Several factors can occur within the cochlea itself associated with presbycusis including outer hair cell dysfunction, lateral wall dysfunction, or spiral ganglion dysfunction (Huang, 2007). Exposure to loud noises in the environment throughout life has also been found to contribute to the degree of hearing impairment in older adults (Liu & Yan, 2007).

Hearing impairment is considered a concern as individuals may face physical, psychological, and social implications (Dalton et al., 2003). Dalton et al. (2003) found an association between hearing loss and reduced quality of life due to communication difficulties and reduced function with activities of daily living. Researchers from several studies found a correlation between hearing impairment and risk for depression (Li et al., 2014; Kiely, Anstey, & Luszcz, 2013; McDonnall, 2009). Li et al. (2014) examined data from the National Health and Nutrition Examination Survey and found a strong association between depression and hearing impairments among US adults. Kiely et al. (2013), also found hearing loss, along with vision, to impact the health and functioning of older adults leading to increased effects on mental health and well-being. McDonnall (2009), collected data from a survey of 203 adults aged 55 years and older and found a large portion of participants with hearing loss experienced depression. Balance becomes another factor affected by hearing loss, which puts individuals at a greater risk for falls.
Jiam, Li, and Agrawal (2016) conducted a systematic review on hearing loss and falls, which supported an association between hearing loss and an increased risk of falling among older adults.

Certain behaviors such as muffling of speech, difficulty understanding certain words, especially in noisy environments, having trouble hearing consonants, needing to turn up the volume on televisions and radios, frequently asking others to speak louder or more slowly, displaying a withdrawal from conversations, and avoidance in some social settings all may be signs of a hearing loss or impairment (Mayo Clinic, 2015). Age-related hearing loss often occurs gradually as one ages, and although there are no cures for the progressive condition, interventions can assist older adults in maintaining hearing ability (Mayo Clinic, 2015).

**Physical Mobility**

As individuals get older, they also face age-related changes in regards to their physical mobility abilities. These age-related mobility changes may hinder an older adult’s ability to participate in meaningful occupations. According to Cruz-Jimmenz (2017), the aging body experiences normal physiological changes that affect the body, organs, and systems of the body. The physiological changes then go on to cause a decline in abilities and function, with physical mobility one of the main areas being affected (Cruz-Jimmenz, 2017).

One event that commonly occurs as a result of the changing older adult body is an increase in the number of falls. According to Tavares et al. (2017), falls result in hospitalization up to five times more than any other cause, and approximately 10-20% of older adults who have experienced a fall are hospitalized with serious injuries. Kenny
(2005) found that falls are the leading cause of injury-related deaths and hospitalizations. These serious injuries can go on to produce a further decline in an individual’s functional independence, increase depression, and increase social isolation (Kenny, 2005). A single fall increases the likelihood of older adults experiencing a fear of falling, which negatively impacts an individual’s mental, physical, and social life and further changes an individual’s physical mobility habits (Cruz-Jimenez, 2017). Kenny (2005) found similar evidence with 30-73% of individuals age 65 and older who have fallen have admitted to a fear of falling.

There are several age-related changes that can contribute to falls. One physical change older adults experience is related to postural control. Kenny (2005) states there are complex regulatory mechanisms required to maintain stability and prevent falls. This process consists of communication and integration of information from visual, vestibular, and somatosensory systems, which also communicate with central processing structures in the brain stem, cerebellum, vasoganglia, and sensory motor cortex. Impairment in one or more of these mechanisms is congruent with the normal aging process, which affects the neuromuscular control for maintaining postural control (Kenny, 2005; Tavares et al., 2017). Tavares et al. (2017) reports as individuals age, they take on a stooped posture. This stooped posture is portrayed by a forward head, kyphosis of the spine, and loss of lumbar lordosis. It is also characterized by a wide base of support, slight knee flexion, and forward inclination of the trunk (Tavares et al., 2017). Cruz-Jimenez (2017) found that as individuals age, there are deficits in central and peripheral neurons, a decrease in skeletal mass and muscle tissue, weight loss, connective tissue fragility, reduction in muscle strength, and changes in ligaments and articular cartilage. As a result, stabilizers
of the spine are vulnerable to the weight loading that occurs in the upright position, which leads to a degeneration of the spine and hip joints, affecting posture. Reduced muscle strength results in substituted body mechanics, which causes individuals to balance in different postures, which results in a cycle of structural changes, and an increase in the number of falls (Cruz-Jimenez, 2017).

Gait patterns also commonly change with aging. According to Cruz-Jimenez (2017), as individuals age, many adapt a different gait characterized by a broad base, shuffling, slow speed, and cautious walking. Starting at the age of about 50, older individuals start to demonstrate greater instability and an abnormal gait pattern compared to younger people (Kenny, 2005). Cruz-Jimenez found approximately 35% of people over the age of 70 have gait disorders. Kenny (2005) found similar evidence with noticeable gait abnormalities affecting 20-40% of people age 65 and older, with approximately half of these individuals having a grossly impaired gait. Cruz-Jimenez (2017) reported at the age of 60, 85% of people are still walking normally, but when individuals reach 85 years of age and older, this number drops to only 20% of people. Kenny (2005) found that 40-50% of individuals over the age of 85 have gait problems. The age-related changes associated with gait are a result of age-related diseases and risk factors that change an individual’s walking speed, ambulation efficiency, balance control, and more, which leads to further problems during ambulation (Cruz-Jimenez, 2017).

Age related changes related to gait and balance are high in the older population, and they have significant effects on physical health, quality of life, and functional independence (Kenny, 2005).
Older adults also demonstrate a decrease in the speed of their gait. Cruz-Jimmenz (2017) reports a reduction in the speed during ambulation is the most consistent age-related change associated with gait changes. Speed of ambulation reveals a person’s efficiency, muscle strength, balance control, and endurance. A gait speed of less than 1.0 m/s is considered abnormal, and it is typical for walking speed to decrease by about 1% each year from age 60 and up. Speed decline is a result of a decrease in the length of a stride, as well as loss of muscle strength. The muscles demonstrating weakness resulting in a loss of speed are: ankle dorsiflexors, ankle plantarflexors, knee extensors, hip flexors, and hip extensors. Other abnormalities such as a reduced peak hip extension, increased anterior pelvic tilt, reduced ankle plantar flexion, and modified power generation are other age-related gait patterns commonly seen in older adults. Gait speeds of lower than .8 leads to impairments in community mobility, while gait speeds of less than .4 leads to an inability for individuals to complete basic activities of daily living (Cruz-Jimmenz, 2017).

**Endurance**

According to Cruz-Jimmenz (2017), adults spend 15-30% of their daily energy expenditure on routine physical activity, such as walking. When comparing older adults to younger adults, older adults experience a lack of hip extension during ambulation, which is a big contributor to the difference in energy use between older and younger adults. A lack of hip extension could cause the body to use up to 75-87% of energy available for the day, which results in little energy left to complete other tasks. The older adult body has increased muscle demands and has to work harder to control the body’s velocity and limbs during ambulation. In older adults, these postural muscles have to
work harder to maintain an upright balance to support the head and trunk against gravity. This leads to more energy used, and less endurance to complete daily tasks throughout their day (Cruz-Jimenez, 2017).

**Items/Equipment Considerations**

Older adults might consider bringing various items and equipment to aid in the travel process including medications, mobility devices, hearing or visual aids, and oxygen equipment. Whether traveling by airplane, automobile, bus, train, or cruise ship, careful consideration is recommended in regards to bringing personal equipment. Most travel corporations such as Delta Air Lines, Greyhound, Amtrak, and Carnival, have certain regulations or guidelines in place pertaining to personal devices, which travelers should review prior to vacationing.

**Medications**

Older adults are often prescribed a number of medications, which could create issues or concerns during their travel experience. According to the American Association of Retired Persons (AARP) (2005), the vast majority of Americans over the age of 50 take a prescription drug, with 87% of older adults 65 years and older likely to take a prescription drug on a regular basis. When it comes to vacationing for extended periods of time, questions may arise whether prescriptions can be filled early, if they can be transferred to another location, or whether or not liquid medications are allowed on an airplane, for instance. These questions are important to answer and since limited research exists on the topic, a personal communication was used to address the issue. An informal interview was conducted with H. S. Johnson, Pharm. D. (personal communication, February 2, 2018).
Generally, the insurance company will allow a person to fill a prescription six days in advance, and each is typically filled to cover a 30-90 day span. If this period needs to be extended or filled early for vacation purposes, the pharmacist will call a person’s insurance company and ask for something known as a “vacation override”. A vacation override is defined as the insurance company placing an override on the prescription medication to allow for the early refill, without the override the refill would be rejected. An example of an override would be if a person is prescribed 30 days of blood pressure medication and he/she has 2 weeks left of this prescription, but is going to be gone on vacation for 3 weeks. This leaves one full week without medication, which is the reason a vacation override would be important to consider (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

When pharmacists call to order a vacation override, the insurance company often wants to know where the person is traveling to or for how long. It is rare an insurance company won’t do a vacation override for a person. An exception to this rule is if a person is vacationing in the U.S., which occasionally insurance companies will not do a vacation override because the person can just get it filled at another pharmacy in the states. If a person is leaving the country however, the insurance company is more likely to do the prescription override, but not all insurance companies will do it either way. With insurance, most companies will allow for one vacation override per medication per calendar year. A person may call the insurance company themselves to ask for an override, but it is generally easier if the pharmacist calls because the pharmacist has to bill for the medication. Also, if a person has state insurance, such as Medicaid, the
prescriptions must be filled within the chosen state of insurance. Insurance companies generally do not do vacation overrides in this circumstance (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

In the instance a person is a snowbird, or one who travels to warmer climates during the winter months and returns in the spring, the insurance company generally will not cover more than three months at a time. If the person is going to be gone for six months, the pharmacist recommends the person transfer it to another pharmacy in the area he or she plans on traveling. Or have doctor call it in at the location the person is traveling. If there are refills on prescriptions when the person comes back from traveling, the pharmacy can get it transferred back over. For example, if a person lives in North Dakota and wants his/her prescriptions filled at a pharmacy in Arizona, he or she will have to call the pharmacy in Arizona and have the pharmacist there make a call to the pharmacy in North Dakota, asking to transfer the prescription. The pharmacists want to make sure the prescription is going to the right pharmacy because there could be a number of Walgreens etc., so having the exact pharmacy call for the prescriptions is important (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

There are concerns when it comes to controlled medications though, as states have different laws. Most states, including Minnesota, can transfer a prescription “schedule III-V” controlled substance including benzodiazepines such Valium, Ativan and Xanax, muscle relaxants and testosterone. The Drug Enforcement Agency (DEA) puts schedules on medications based on how habit forming a medication is. Scheduling consists of controlled substances I-V with the lower the schedule, the more habit forming the medication is. Most medications, such as cholesterol medications, are not scheduled
so there are no limitations. With schedule III-V however, these can usually be transferred one time for a particular prescription, so once it is transferred to another pharmacy it remains there. For example, if it is transferred from North Dakota to a Walgreens in Arizona, it now remains there. It cannot be transferred multiple times, whereas other medications can be (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

Schedule II prescriptions such as Oxycodone, Percocet, Adderall and Ritalin, need to have a written hard copy or electronic copy to fill, but these cannot be transferred at anytime to another pharmacy. Either that prescription has to be presented personally with a written or electronic copy, or sent directly by a doctor, to the pharmacy to be filled. There are no refills on these prescriptions (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

Some medications come in the form of liquids and when traveling on a airplane most airlines do not allow for people to bring more than 3 ounces of a liquid at a time. However, liquid medications are an exception. If necessary, most airlines will allow for a person to carry his or her liquid medications on a airplane, even if it exceeds the 3-ounce limit. However, it is always important to check with the Transportation Security Administration (TSA) at the airport to make sure of the rules and regulations regarding transporting liquids (H. S. Johnson, Pharm. D., personal communication, February 2, 2018).

**Mobility Devices**

Gell, Wallace, LaCroix, Mroz, and Patel (2015) analyzed data from the 2011 and 2012 National Health and Aging Trends Study (NHATS) and found that in the last
month, 24% or 8.5 million adults over the age of 65 used a mobility device, with a third of the users reporting using more than one device. The most common device used by older adults in the study was found to be a cane (16.4%), and the least used device was a scooter (2.3%). Common mobility devices used by older adults include standard and wheeled walkers, canes, manually propelled wheelchairs, motorized wheelchairs, and scooters (Gell et al., 2015). Considering many individuals over the age of 65 use a mobility device to get around, as Gell et al. (2015) found, some older adults may consider taking mobility devices with them as they vacation.

A number of travel companies (Delta Air Lines, 2018; Greyhound, 2018b; Amtrak, 2018; Carnival Corporation, 2018) include information regarding transportation of personal mobility devices with a traveler. Delta Air Line’s website has a section listed on personal wheelchair services, which include information regarding types of wheelchairs allowed on the airplane, cabin stowage, checking the wheelchair/disassembly, federal regulation standards for powered wheelchairs, and information regarding batteries if included on mobility device (Delta Air Line, 2018).

Greyhound’s website also has information related to traveling in a wheelchair or mobility scooter. All Greyhound buses are equipped with a wheelchair lift to get in and out of the bus and they provide the option to travelers to either sit in their wheelchair or stow the device away and sit in a seat. Greyhound lists the maximum weight and size of the mobility device they can accept on the bus, and if the device does not meet the specifications it can be stored in the baggage compartment underneath the bus (Greyhound, 2018b).
Carnival Corporation lists several guidelines for personal wheelchair and mobility use on their main website. On the ships, they only allow mobility devices that use absorbed glass mat, gel, dry cell, or lithium-ion batteries. Devices cannot be stored in public places on the ship, they cannot be unattended, and cannot block exit areas. Travelers must be able to safely collapse and store devices in their room and be able to clear a 22” wide doorway (Carnival Corporation, 2018).

Amtrak’s main corporation website lists information on assisting travelers with transporting personal mobility devices. The website includes information on boarding the train and detraining using a mobility device, information on remaining in a wheeled device during transportation or transferring to a seat, and specific wheeled mobility device specifications (Amtrak, 2018).

All of the travel corporations reviewed (Delta Air Lines, 2018; Greyhound, 2018; Amtrak, 2018; Carnival Corporation, 2018) suggest making accommodations well in advance if wanting or needing to travel with a personal mobility device. Specific information is located on each corporation’s website for travelers to access and plan ahead before traveling.

**Vision/Hearing Aids**

Chien and Lin (2012), analyzed data from 1999-2006 cycles of the National Health and Nutritional Examination Surveys (NHANES) and determined that one in seven older adults in the US over the age of 50 uses hearing aids. The Vision Council (2015) also found the use of prescription glasses to be significantly high among the older adult population age 50 and older.
The travel corporations reviewed (Delta Air Lines, 2018; Greyhound, 2018b; Amtrak, 2018) do not explicitly mention hearing or vision devices on their websites. However, Carnival Corporation has sections listed on the website for vision and hearing accommodations/additional devices for travelers to use. Devices travelers may request for hearing include: a visual-tactile cabin alert system, a teletypewriter, closed captions for certain TV programs/movies, listen technology infrared-based headsets used to amplify sound of live performances on the ship, and sign language interpreters may also be available upon request (Carnival Corporation, 2018). For vision there are a number of accommodations and devices including braille signage on the ships indicating room numbers, large print formats are available for their daily newsletter, dining room menus, and shore excursion information (Carnival Corporation, 2018). When traveling and bringing personal hearing devices, the TSA recommends notifying a security officer, but one should be able to keep his/her hearing device on when passing through a metal detector or body scanner (AARP, n.d.).

**Oxygen Equipment**

Nishi, Zhang, Kuo, and Sharma (2015) examined Medicare beneficiaries, over the age of 66 years old, who received oxygen from 2001-2010 in the U.S. The researchers found that oxygen therapy in the US increased from 33.7% in 2001 to 40.5% in 2010 and then sustained oxygen therapy also increased from 19.1% in 2001 to 26.9% in 2008, but then dipped back down to 18.5% in 2010, which may have been related to healthcare policy change affecting oxygen reimbursement (Nishi et al., 2015).

A number of the travel corporations reviewed (Delta Air Lines, 2018; Greyhound, 2018; Amtrak, 2018; Carnival Corporation, 2018) include information regarding
transportation of personal oxygen equipment. Delta Air Lines for instance, lists several guidelines on the website for travelers to refer to in order to prepare for traveling with oxygen equipment. Delta no longer provides compressed medical oxygen, but does allow travelers to use portable oxygen concentrators (POC). Any system containing liquid oxygen is not allowed. Delta offers a service allowing travelers to rent approved POCs to be used for either the flight only or for the flight and entire on land trip. If using a POC, a traveler cannot sit in an exit row or bulkhead. Also, the POC does not count towards a carry-on bag limit. Prior to travel, Delta requires travelers to submit a POC battery approval request form and fax/email it to OxygenToGo if planning on bringing their own equipment. The form must also be brought with to the airport to confirm the battery requirements are met. Delta’s website also lists accepted POCs, so travelers can make sure their equipment is approved for traveling on the airline (Delta Air Lines, 2018).

Greyhound also lists information on the website pertaining to traveling with personal oxygen equipment. Greyhound allows travelers to bring portable oxygen and respirators onto the buses, up to four canisters in total- two on bus and two in baggage compartment. Oxygen canisters in baggage area must be in protective cases and have safety caps on the valves. It’s up to the traveler to assure he or she has enough oxygen with for the duration of travel. Greyhound lists specification for the size of the oxygen equipment allowed on the bus and travelers should check these before bringing their own personal equipment with them (Greyhound, 2018).

Amtrak has a section on the website regarding the use of oxygen equipment. Amtrak allows travelers to bring his or her own personal oxygen equipment with some restrictions. Oxygen equipment is allowed on trains for travelers with a disability.
Reservations need to be made by calling Amtrak in advance. Oxygen equipment needs to meet certain specifications and these requirements are listed on Amtrak’s website for travelers to refer to (Amtrak, 2018).

Carnival also has a section on use of oxygen equipment on the website. The medical centers located on the cruise ships are equipped with oxygen for emergency use only. If a traveler requires a certain amount of oxygen during his or her stay on the cruise ship, he/she must make arrangements for supplies to be delivered to the ship prior to the sailing date. Travelers are responsible for pickup/delivery of their own oxygen and guest services can assist with storage of oxygen on board the ship. Carnival suggests having a medical supply company contact the cruise ships, otherwise port clearance may not be granted. If a traveler chooses to bring their own personal supply of oxygen, it must be carried with them. Placing this equipment in check luggage is strictly prohibited, so travelers must hand-carry the oxygen equipment with them (Carnival Corporation, 2018).

**Summary Statement**

There is an increase in older adults traveling in the 21st century, especially with the baby boomer generation entering into retirement and having more free time to spend on vacation (Patterson, 2006). Based on AARP travel trends/insights for older adults, it is expected that approximately 99 percent of baby boomers will take at least one leisure trip in 2017, and are expected to go on an average of five or more trips throughout the year (Gelfeld, 2016). According to Patterson (2006), as people age, many become preoccupied with a search for self-fulfilling activities and experiences, as well as a desire to explore the world as long as they are able to. The top motivations for travel in older adults was to visit family and friends, escape everyday life, and rest and rejuvenate (Gelfeld, 2016;
The various modes of transportation older adults age 65 and older use when traveling are: automobile (58.3%), airplane (22.4%), bus, (17.1%), truck/RV (9.3%), other (5.4%), train (1.6%) (Patterson, 2006).

As individuals age, they experience changes such as vision, hearing, physical mobility and endurance changes, which impact the decisions they make while planning a vacation (Patterson, 2006). Due to age-related changes, older adults may need to take items with them during travel such as medications, mobility devices, hearing/vision aids, and oxygen equipment. As the older adult population in the U.S. grows, the needs of society begin to change. Specifically, in regards to tourism, little research has been done on traveling in older adults and the accommodations available.

**Problem Statement**

The U.S. Census Bureau (2014) reports that by the year 2050, it is expected the older adult population in the U.S. aged 65 and over will be at 83.7 million, which is nearly double the amount seen in 2012. The older population is increasing, which makes the future for vacationing and retirement optimistic (Muller & O’Cass, 2001). Older adults are likely to experience a number of age-related physical and cognitive changes affecting daily life, and ability to travel or vacation (Ahn & Janke, 2011). Muller and O’Cass (2001) found that one of the main concerns older adults have about going on vacation relates to security and anticipated problems with travel arrangements. With various types of disabilities and needs seen in the older adult population, it is important to make the necessary modifications and adaptations for travel (Gallagher & Hull, 1995). This scholarly project will focus on the role of
occupational therapists in supporting the older adult with the process of vacationing by creating a resource guide to assist them in preparing for travel.
CHAPTER III

Methodology

This scholarly project sought to identify research on aspects of vacationing in older adults and how common age-related changes in this population might impact the travel process. The purpose of the literature review was to examine the various modes of transportation older adults utilize when vacationing including airplanes, automobiles, buses, trains, and cruise ships in regards to the process, environment, and accommodations available within each.

A literature review was conducted by searching a number of online databases within the Harley E. French Library at the University of North Dakota (UND) School of Medicine and Health Sciences. These databases included: CINAHL, PubMed, PsycINFO, EBSCOhost, SCOPUS, Academic Search Premier, and Google Scholar. Limited research was found within these databases related to the topic of vacationing in older adults. One occupational therapy article, published in the American Journal of Occupational Therapy, discussed cruise ship accommodations for passengers with physical limitations due to age, however this research was conducted over 20 years ago (Gallagher & Hull, 1995). Since current research was limited on the topic, other resources were utilized as well to provide further information regarding aspects of vacationing in older adults. Resources included: government websites, major travel corporation websites, books on vacationing and travel, and personal communications.
Government-based websites included AARP, APA, CDC, DOT, NHTSA, and the U.S. Travel Association. Many of these agencies provided valuable information on travel trends in the U.S. and information related to the common age-related changes seen within the older adult population.

Major travel corporation websites were also used including Delta Air Lines, Greyhound, Amtrak, and Carnival Cruise. These corporations were found to be large and significant travel companies in the U.S., and each provided up-to-date current information on the process, environment, and accommodations for travel. Calls were placed to some of the companies, such as Amtrak for instance, to obtain more information regarding services offered to older adults. However, information could not be provided by these corporations for the use in papers or projects of any kind.

Both the Grand Forks Public Library and the University of North Dakota Chester Fritz library were utilized to locate books on concepts related to vacationing, travel, tourism, leisure related to the population of older adults. With assistance from librarians, these locations were searched extensively, until resources on the topic were exhausted. Some of the books were beneficial for providing information on the history, statistics, and process of vacationing throughout history (Holden, 2005; Patterson, 2006; Rugh, 2008).

Personal communications were also used as a means of obtaining valuable information related to bringing personal items along during vacation, such as medication. For information related to medication concerns during vacationing/travel, an informal interview was conducted with H. S. Johnson, Pharm. D. (personal communication,
February 2, 2018). The interview provided useful information to consider if or when traveling with prescription medications, such as using a vacation override.

Overall, a variety of resources were utilized to find information on the various aspects of vacationing in older adults including: the process, environmental considerations, and the available accommodations. Due to the limited research and information on this topic, especially in relation to occupational therapy, a resource guide on vacationing was selected for this scholarly project for intended use by older adults. The resource guide is intended to help older adults navigate the vacationing process in order to feel more prepared to travel, especially if they are experiencing age-related changes in vision, hearing, physical mobility, and/or endurance. The purpose of the guide is to provide older adults with the resources necessary to both plan and carry out the process of vacationing with ease.

The layout for the product design was created using information from educational resources. Bastable (2011) wrote a chapter on *Literacy in the Adult Client Population* from a book entitled *Health Professional as Educator* (Bastable, Gramet, Jacobs, & Sopczyk, 2011), which provides valuable insights regarding the readability level of patient education materials. The product design was created with the older adult population in mind to improve the ease of reading and overall comprehension of the material. The product uses several elements to improve readability including use of questions and writing in an active voice, large font size and consistent font style, short sentences when possible, use of white space, and use of bold solid colors for each mode of transportation, as pastel colors may look grey to older adults with vision problems such as cataracts (Bastable, 2011).
After reviewing occupation-based models, the Person-Environment-Occupation (PEO) model by Mary Law et al. was selected as the most valuable model to guide development of the resource guide (Baptiste, 2017). The PEO model was used to analyze and consider components of the person, environment, and occupation. The person component is related to the older adult population and the common age-related changes they experience, the environment is related to the various modes of transportation choices (airplanes, automobiles, buses, trains, and cruise-ships), and occupation is related to the leisure of vacationing. All three of these components interact to form transactions. Transactions include analyzing information between the person-environment, person-occupation, and occupation-environment. For example, how an older adult experiencing age-related changes is able to navigate the various travel environments in which he or she interacts. All of the transactions interact with each other; the best fit between the three components creates optimal occupational performance during the vacationing process for ease of travel in the older adult population.
CHAPTER IV

Product

The purpose of the *Vacationing Resource Guide for Older Adults* is to provide older adults with the resources necessary to plan for vacationing. Older adults experience age-related changes, which can impact ability to navigate aspects of the travel process and environment. The resource guide provides valuable information for older adults in making the necessary preparations for travel and easing the stress associated with planning a vacation. The resource guide is geared towards use by older adults and designed for distribution by practicing occupational therapists. The resource guide is designed so it can be shared by occupational therapists to any older adult planning a vacation and requiring further accommodations and resources.

The *Vacationing Resource Guide for Older Adults* was developed using the Person-Environment-Occupation (PEO) Model by Mary Law et al. (Baptiste, 2017). The PEO model was used to highlight the transactions involved in the experience of older adults and vacationing. The reason this model was chosen over other occupation-based models was for the ability to break down capabilities of older adult, assess the transportation environments, and improve the occupation of vacationing. In order for older adults to travel effectively on vacation, often adjustments or adaptations to different surroundings have to be made. By using the PEO model, the different aspects of the person, environment, and occupation can be analyzed together to form optimal fit (Baptiste, 2017).
The person component in the scholarly project/resource guide describes the age-related changes older adults might experience; the environment component describes the transportation environment/context surrounding the person during travel; and the occupation component is that of vacationing. The person, environment, and occupation components interact when determining optimal fit for improved occupational performance during vacationing. For example, an occupation/environment transaction might include a scenario in which an older adult is able to go on vacation due to the accommodations available in the environment. This scenario creates optimal fit between the occupation of vacationing and the environment of accommodations necessary to allow or improve the vacationing experience. The resource guide provides questions to address these components such as, “Do you need assistance with boarding an airplane”, this allows older adult to analyze his or her capabilities (person) and whether or not the environment would pose a challenge (environment).

Case study PEO example

Mary is a 75-year-old female from Fargo, North Dakota. She is currently planning a vacation to Phoenix, Arizona to visit her granddaughter who will be graduating in May of 2018. Following the graduation celebration, Mary plans to spend one week in Arizona for leisure purposes. The thought of warm weather, sunshine, and relaxation is appealing as she has not taken a vacation in over 2 years. Mary is excited about the trip, however is unsure and hesitant about how she will be able to navigate the travel environment with the age-related changes she is experiencing. Mary has difficulty with mobility and currently uses a 2-wheeled walker. Despite challenges with mobility, she is independent
in all tasks of daily living. She plans on traveling by airplane and is nervous about the accommodations available and if she will be able to bring her walker with on the plane.

Figure 4.1
*PEO Transactions*

---

**Optimal Fit**

**Person-Environment:** Due to difficulty with mobility, Mary uses a walker for ambulation. She is able to bring her walker on the plane and transfer to a seat due to the space available on the plane for accessibility needs.

**Occupation-Environment:** Mary is able to go on vacation to Arizona due to the accommodations available on the airplane including an accessible bathroom and seat.

**Occupation-Person:** Mary is able to go on a meaningful vacation due to her physical abilities being met and her independence during tasks.

---

**Resource Guide Organization**

The resource guide is organized into five main modes of transportation which older adults might utilize for travel including airplanes, automobiles, buses, trains, and cruise ships. Each transportation mode is color-coded in the guide and can be distributed
separately to older adults depending on the means of travel chosen for the trip. Each mode of transportation is broken down into subsections to describe the overall process, the environment, and the accommodations available in each.

Checklists are provided using questions to address different components of the person, environment, and occupation. For each transportation mode, older adults can utilize this checklist, prior to vacationing, to make travel preparations and to ease the stress of planning a vacation. All information is presented with the older adult population in mind and uses principles of health literacy to improve readability.

The entire Vacationing Resource Guide for Older Adults is presented in the Appendix.
CHAPTER V

Conclusion

The purpose of this scholarly project was to create a resource guide for older adults to ease the process of vacationing. Older adults may experience a number of age-related changes to vision, hearing, physical mobility, and endurance that impact aspects of travel. However, despite age-related changes, there is evidence to suggest that travel in the older adult population is growing and will dominate the travel industry in the 21st century (Patterson, 2006). According to AARP travel trends, it was estimated that 99% of older adults went on at least one leisure trip in 2017 (Gelfeld, 2016). The American Occupational Therapy Association practice framework lists leisure as an occupation in which individuals, groups, or populations engage (American Occupational Therapy Association, 2014). Occupational therapists address leisure as an occupation in practice and can assist older adults with the vacationing process and traveling despite age-related changes. Within the field of occupational therapy, leisure is considered an occupation or a life activity in which individuals, groups, or populations engage (American Occupational Therapy Association, 2014).

Following completion of the literature review, a Vacationing Resource Guide for Older Adults was created. The resource guide is designed to assist older adults with the travel process, with navigating the environment, and with setting up accommodations if needed. The Person-Environment-Occupation (PEO) model was selected to guide the creation of the resource guide. The components of the model include the person,
environment, and occupations, which all interact to form transactions. The person component is related to older adults and the age-related changes they experience, the environment relates to the modes of transportation within the product (airplanes, automobiles, buses, trains, and cruise ships), and occupation is related to the leisure activity of vacationing. All three of the components interact to determine the fit, which can either increase or decrease occupational performance while vacationing. The purpose of the resource guide is to provide older adults with recommendations for the process, environment, and accommodations for a specific mode of travel (airplane, automobile, bus, train, cruise ship) prior to traveling on vacation. Occupational therapists can distribute the resource guide in practice to older adults planning a vacation.

Limitations & Recommendations

There are a number of limitations to the resource guide and areas for improvements with recommendations. First, the resource guide only includes transportation via airplane, automobile, bus, train, and cruise ship. Having only five modes of transportation limits the variety of ways older adults might choose to travel. As a recommendation it would be beneficial for further research to be conducted to include non-traditional modes of transportation, such as recreational vehicles (RVs), houseboats, etc. By expanding the transportation modes, it would reach more travel options that older adults utilize.

The second limitation is that research on accommodations for older adults during travel was limited; the student researchers used primarily websites from Delta, Greyhound, Amtrak, and Carnival. Using only the major corporations listed narrowed the scope of information gathered. A recommendation would be to broaden data sources by
including a larger number of travel corporations into the research. Instead of using only one major travel corporation, the study would have benefitted from including the top three corporations within each mode of transportation. Using a greater number of corporations would have possibly narrowed in on the main themes for what to include within the recommendations section of the resource guide.

The third limitation is that the study was restricted to older adults with age-related changes. Other age groups and/or specific disabilities were not addressed. Focusing on specific diagnoses may have produced more specific information and recommendations. Focusing on age-related changes kept the product general with a broad scope of information. A recommendation would be too narrow in on specific diagnosis common among the older adult population. With a specific diagnosis, more direct recommendations during travel would be established. Since the current product focuses on age-related changes in general, recommendations needed to be applicable to a wide range of older adults.

The fourth limitation is that the resource guide is limited to travel in the continental U.S. A considerable amount of travel by the older adult population is also pursued outside of the U.S. According to AARP travel trends, a significant number of older adults plan to travel both domestically and internationally (Gelfeld, 2016). A recommendation would be to expand the scope of this product to include international travel. With international travel, there becomes a significant amount of further considerations when making recommendations. Certain accommodations might not be available with international travel, which would pose more challenges. By expanding the
study to include international travel, these challenges would be able to be addressed and reach the older adult population wishing to travel outside of the continental U.S.

**Conclusion**

There is currently a lack of resources tailored to meet older adults’ leisure needs, and for this reason, the *Vacationing Resource Guide for Older Adults* is unique and beneficial to the occupational therapy profession. Valuable information is provided for older adults regarding the travel process, navigation of the travel environments, and the accommodations necessary to vacation with ease. The resource guide can be selected and utilized by the older adults for the mode of transportation he or she wishes to travel on (airplane, automobile, bus, train, or cruise ship) and follow the checklist to prepare for the process, environments, and accommodations of each. Recommendations follow each of the questions on the checklist to prepare older adults for any concerns that might need to be addressed.

The *Vacationing Resource Guide for Older Adults* is beneficial for occupational therapists to use in practice and address the occupation of leisure in the form of vacation travel. Therapists have the knowledge and background to discern and appropriately share the resource guide to older adults wishing to travel and desiring assistance. Use of the guide promotes overall health, safety, and well-being during the vacationing process.
References


Figure A.1. *Woman Standing Beside Woman on White Wooden Chair Facing Body of Water*. Retrieved April 9, 2018, from https://www.pexels.com/photo/woman-standing-beside-woman-on-white-wooden-chair-facing-body-of-water-160767/

Figure A.2. *Silhouette of Airplanes*. Retrieved April 9, 2018, from https://www.pexels.com/photo/silhouette-of-airplanes-47044/

Figure A.3. *iPhone, Euro, Travel, Ticket*. Retrieved April 9, 2018, from https://www.pexels.com/photo/iphone-travel-euro-ticket-69866/


Figure A.8. *Holidays, Car, Travel, Adventure.* Retrieved April 9, 2018, from https://www.pexels.com/photo/holidays-car-travel-adventure-21014/

Figure A.9. *Light, Cars, Traffic, Bus.* Retrieved April 9, 2018, from https://www.pexels.com/photo/light-cars-traffic-bus-34729/


Figure A.11. *Bus, Business, Chairs, Empty.* Retrieved April 9, 2018, from https://www.pexels.com/photo/bus-business-chairs-empty-276691/


Figure A.13. *Car, Chair, Comfort, Commuting.* Retrieved April 9, 2018, from https://www.pexels.com/photo/car-chair-comfort-commuting-428614/

Figure A.14. *Red Train.* Retrieved April 9, 2018, from https://www.pexels.com/photo/red-train-166129/

Figure A.15. *Bridge, Clouds, Forest, Guidance.* Retrieved April 9, 2018, from https://www.pexels.com/photo/bridge-clouds-forest-guidance-461772/

Figure A.16. *White Cruise Ship.* Retrieved April 9, 2018, from https://www.pexels.com/photo/white-cruise-ship-813011/

Figure A.17. *White Cruise Ship Near Island.* Retrieved April 9, 2018, from https://www.pexels.com/photo/white-cruise-ship-near-island-813036/

Figure A.18. *Stairs, Sea, Ocean, Boat.* Retrieved April 9, 2018, from https://www.pexels.com/photo/stairs-sea-ocean-boat-2717/
Figure A.19. *High Angle View of People Sailing on Sea*. Retrieved April 9, 2018, from https://www.pexels.com/photo/high-angle-view-of-people-sailing-on-sea-327337/


Appendix
Vacationing Resource Guide for Older Adults

Breanna Taralson, MOTS
Brittany Winter, MOTS
Sonia Zimmerman, PHD, OTR/L, FAOTA
# Table of Contents

- Airplane ................................................................. 3
- Automobile ............................................................ 16
- Bus ............................................................................ 29
- Train ......................................................................... 40
- Cruise Ship ............................................................. 52

* Colored squares correlate to colored checklist for each mode of transportation in the resource manual.
Traveling by Airplane

Figure A.2
Air Travel Table of Contents

Introduction .................................................................................................................. 5

Occupational Therapy .................................................................................................. 6

Process Checklist ......................................................................................................... 7

Process Considerations ............................................................................................... 8

Environment Checklist ................................................................................................ 9

Environment Considerations ...................................................................................... 10

Accommodation Checklist ......................................................................................... 11

Accommodation Considerations .................................................................................. 12

References .................................................................................................................. 15
Introduction

When going on a vacation, it is important to make sure you have thought through the entire process completely. Thinking through the entire process makes sure you are fully prepared when the time comes to take-off. The proper preparation for your vacation allows you to fully relax and enjoy your vacation. The following check lists are provided to help you make sure you have considered all factors before traveling on an airplane.

Using the checklists below before going on a vacation will help you make sure you have completed all the necessary steps of air travel, as well as considered all of the accommodations you may need. Using this checklist will help you feel more prepared for your vacation and can prevent problems and injuries when you are on vacation. These checklists cover the following information:

- Things to remember as you progress through travel
- Things to consider about the environment you will be in
- Accommodations you may need when traveling

After each checklist there is a list of recommendations and considerations to ease the difficulties of travel. These checklists and recommendations were created using Delta.com.
Occupational Therapist

Occupational therapists help individuals engage in meaningful occupations. Occupational therapists take into consideration components of a person, environment, and occupation, and how they are impacting an individual’s ability to do the things they want. An occupational therapist can help someone by increasing function in an individual’s physical, cognitive, affective, sensory, and spiritual components. Occupational therapists are also trained to look at the components in an environment and make modifications to increase function and safety. Lastly, occupational therapists are trained to look at the occupation or activity someone wants to engage in and make sure the individual has the abilities to complete the activity. If the activity demands and the abilities of the individual do not match; occupational therapists promote change in the person, environment, or occupation so the individual is able to do the things they want.

An occupational therapist may be able to help you if you are worried about traveling through an airport or on an airplane. When traveling via airplane, an occupational therapist can recommend the appropriate adaptive equipment you will need throughout the entire vacation process in order to make your trip easier, as well as more safe and successful. Occupational therapists are also able to make recommendations on services and accommodations an individual should take due to the individuals limitations.
<table>
<thead>
<tr>
<th>Process Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you purchased your airplane ticket?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you checked the baggage requirements for number, size, and weight?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you let the airline staff know 48 hours ahead of time of the accommodations you will need?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you know what you can and cannot pack in your carry-on bag?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you set up your transportation to the airport?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you allowed yourself enough time to check-in, go through security, and get to your gate?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you set up transportation for when you arrive at your destination?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you pack documentation of your disability needs?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Process Considerations

- You can purchase your airplane ticket online or at an airport, however if you wait to do it at the airport the options you have may be limited.

- All airlines have different requirements for baggage size, weight, and number. Make sure you check the requirements on all airline’s websites before you travel.

- You must provide airline staff with 48-hour notice for accommodations. Let the staff know about the accommodations you will need when you buy your ticket and call several days before your flight to remind the staff.

- Put all things you will need immediately in your carry-on bag. However, there are some restrictions on the items you can put in your carry-on bag. Check the airline’s website you are traveling on for full details on what you can and cannot pack in your carry-on.

- You may take a taxi, bus, personal vehicle or have a friend bring you to the airport. If you are taking public transportation make sure you set up the ride ahead of time. If you are taking a personal vehicle, make sure you know about the parking rules and prices of that airport.

- You should allow yourself at least two hours to get checked in, go through security, and find your gate. Leave early to make sure you do not miss your flight.

- The airline staff may request proof of your need for services, so make sure you pack documentation of your disability from your doctor.
<table>
<thead>
<tr>
<th>Environment Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get tired when walking for long periods of time?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need extra leg room on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to use an inaccessible bathroom on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need an accessible bathroom?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you susceptible to falls?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Environment Considerations

- If you get tired when walking long periods of time, use the moving escalators between gates to help you move faster and spend less time walking.

- If you are unable to walk for long periods of time, set-up transportation ahead of time for moving around the airport by using the airport buses or the golf-carts.

- If you need extra legroom on the airplane, ask when purchasing your ticket for a bulkhead seat. This provides the traveler with extra leg room.

- You must provide the airline at least 48-hour notice that you need a wheelchair to get to the bathroom, but are able to complete bathroom tasks in an inaccessible bathroom.

- Older airplanes do not have accessible bathrooms. If you need an accessible bathroom ask about the airplane when you are booking your flight and choose a flight that is using an airplane with an accessible bathroom.

- Airport floors are often slippery, so if you are worried about falling or have issues with balance, buy non-slip shoes to wear on your trip.
<table>
<thead>
<tr>
<th>Accommodation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you able to carry your luggage around the airport with you?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling around the airport in a wheelchair?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will you need assistance when going through security?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need assistance with boarding the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need assistance with moving around when you are on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will you need a wheelchair on the flight to help you move around?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you bringing any adaptive equipment with you on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you bringing a service animal with you on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will you need a portable oxygen system with you on the airplane?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Accommodation Considerations

- If you are unable to carry your luggage around the airport with you, airline staff are required to assist you with carrying your gate-checked or carry-on luggage.

- If you are unable to walk around an airport request an airport wheelchair prior to arriving at the airport.

- When using a wheelchair at an airport, airline staff are required to:
  - Assist you from the terminal entrance to the gate location where your flight is departing, and onto your airport seat.
  - Assist you from your airport seat through the airport to the gate location of your connecting flight.
  - Assist you from the gate location to your seat on the airplane
  - Assist you from your airplane to the baggage claim area, terminal entrance, or pickup area.
  - Stop at a restroom if it is on the way to your destination and does not cause unreasonable delay
  - Airline personnel are not authorized to assist you in the bathroom
Accommodation Considerations

- If you are unable to meet the demands of going through security and you are 75 years of age and older, ask if you are able to pass through security with your shoes and jacket on.

- If you need assistance with boarding the airplane, you can ask to board the airplane early. You should also let the staff know when buying your ticket that you will need help when boarding the airplane.

- If you need help with moving around the airplane, you can press your call light and airline staff are required to help you with moving around the airplane.

- If you need help inside the bathroom, bring someone with you who can help you in the bathroom.

- If you need to use a wheelchair on the flight, make sure you let them know when you buy your ticket. Also, request for an aisle seat with a moveable armrest, and ask for assistance when transferring by pressing your call light.
Accommodation Considerations

- If you need adaptive equipment with you on the airplane you are able to bring it on the airplane with you at no additional cost. Your adaptive equipment has priority storage on the airplane.

- If you are traveling with a service animal, make sure you have provided the airline with documentation of proof of the service animal. Documentation must not be older than one year from day of your flight.

- Before traveling with a service animal, be aware of the animals that are allowed and not allowed. Also, be aware of the areas the animals belong when they are flying with you.

- If you need a portable oxygen system with you on the airplane, make sure you are following the Federal Aviation Administration requirements.

- Let the airline staff know at least 48 hours ahead of time that you will be using a portable

Figure A.5
References:

For more information please see the following sources:


- Figure A.1: https://www.pexels.com/photo/woman-standing-beside-woman-on-white-wooden-chair-facing-body-of-water-160767/

- Figure A.2: https://www.pexels.com/photo/silhouette-of-airplanes-47044/

- Figure A.3: https://www.pexels.com/photo/iphone-travel-euro-ticket-69866/

- Figure A.4: https://www.pexels.com/photo/walking-airport-travel-waiting-34134/

- Figure A.5: https://www.pexels.com/photo/white-airplane-flying-on-blue-and-grey-sky-115491/
Traveling by Automobile

Figure A.6
Automobile Travel
Table of Contents

Introduction................................................................. 18

Occupational Therapy.................................................. 19

Process Checklist......................................................... 20

Process Considerations................................................ 21

Environment Checklist.................................................. 23

Environment Considerations.......................................... 24

Accommodation Checklist.............................................. 25

Accommodation Considerations...................................... 26

References.................................................................. 28
Introduction

When going on a vacation, it is important to make sure you have thought through the entire process completely. Thinking through the entire process makes sure you are fully prepared when the time comes to take-off. The proper preparation for your vacation allows you to fully relax and enjoy your vacation. The following check lists are provided to help you make sure you have considered all factors before traveling by automobile.

Using the checklists below before going on a vacation will help you make sure you have completed all the necessary steps of automobile travel, as well as considered all of the accommodations you may need. Using this checklist will help you feel more prepared for your vacation and can prevent problems and injuries when you are on vacation. These checklists cover the following information:

- Things to remember as you progress through travel
- Things to consider about the environment you will be in
- Accommodations you may need when traveling

After each checklist there is a list of recommendations and considerations to ease the difficulties of travel. These checklists and recommendations were created using aaa.com.
Occupational Therapy

Occupational therapists help individuals engage in meaningful occupations. Occupational therapists take into consideration components of a person, environment, and occupation, and how they are impacting an individual’s ability to do the things they want. An occupational therapist can help someone by increasing function in an individual’s physical, cognitive, affective, sensory, and spiritual components. Occupational therapists are also trained to look at the components in an environment and make modifications to increase function and safety. Lastly, occupational therapists are trained to look at the occupation or activity someone wants to engage in and make sure the individual has the abilities to complete the activity. If the activity demands and the abilities of the individual do not match; occupational therapists promote change in the person, environment, or occupation so the individual is able to do the things they want.

An occupational therapist is qualified to help if you are worried about traveling in an automobile. Occupational therapists are trained specialists at completing driving assessments and have the appropriate medical knowledge to know how symptoms can affect driving. When completing a driving assessment, occupational therapists may look at visual, cognitive, and physical impairments and how you compensate for the impairment. The occupational therapist then provides treatment which involves education on adaptive driving techniques. Occupational therapists can also make recommendations for adaptive equipment that would be beneficial in your vehicle. Lastly, occupational therapists can make sure your car fits you appropriately by completing a CarFit evaluation and making recommendations based off the results.
<table>
<thead>
<tr>
<th>Process Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you able to comfortably rest your head if you need to?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have any pain in your back when you drive?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you seated in a position where you can reach the foot pedals?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have any pain in your thighs of the back of your knees when you are driving?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you feel to close or too far away from the steering wheel?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to easily reach all of the hand controls?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the steering wheel touch your legs when you are driving or when you turn?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does your seat belt cause you any pain?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.7
Process Considerations

- Every car has unique guidelines about oil changes. It is important for you to know what oil your car needs, how often it needs to be changed, when the most recent oil change was, and when the oil needs to be changed again. Make sure you know the answer to these questions before going on your trip.

- Brake pads need to be changed after your car has traveled a certain number of miles. You need to know when the last time your brake pads were changed and how many miles the brake pads you used need to be changed after.

- Wash your windshield, side mirrors, and rear-view mirrors before going on vacation to ensure maximum visibility. Wash surfaces with a household glass cleaner.

- Check to make sure all the lights on your vehicle are working properly. You should also clean all external lights before leaving for vacation to make sure your lights are providing adequate light while driving. Use a cleaning product that is approved for cleaning plastic lens to prevent the lights from fogging.
Process Considerations

- You should replace your windshield wipers every six months or 6,000 miles, whichever comes first.

- The vehicle’s tire pressures should be checked and adjusted once a month. Check your vehicle’s tire pressures before going on vacation and make sure they are at the appropriate level. There are also electronic tire pressure sensors available for purchase that let you know when the air pressure in your tires are low.

- If you notice any wet spots after your car has been parked for a while, you likely have a leak. Make sure to get all leaks fixed before going on vacation to prevent problems on vacation.

- All fluid levels should be at an adequate amount to prevent problems from arising on the vacation.

- If you do not feel comfortable looking at any of these parts of your automobile, bring your automobile into an automobile repair shop for a professional to look over.

Figure A.8
<table>
<thead>
<tr>
<th>Environment Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it hard for you to control your steering wheel?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a difficult time with reaching your seat belt to put your seat belt on?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have limited function in your legs and feet?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a hard time getting out of your automobile?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a hard time finding your destination?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to see everything out of your mirrors?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have hearing impairments that prevent you from hearing emergency vehicles on the road?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Can you reach the brake and accelerator pedals while being the recommended length away from the steering wheel?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to twist in your seat when backing up your automobile?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Environment Considerations

- Your headrest should be positioned at ear level and within three inches of the back of your neck.
- If you are experiencing pain in your back when you drive you can try adding an extra cushion to relieve pressure.
- Your seat should be placed in a position where you can reach the brake and gas pedals without lifting your heel off the floor.
- The seat cushion you are sitting on should fully support the whole length of your thighs, and there should be no pressure on the back of your knees. Add a cushion if you need to relieve pressure.
- There should be approximately 10-12 inches between the steering wheel and your chest.
- If the hand controls are hard to reach move your seat forward. If this does not work, add an extension handle to the control.
- If the steering wheel is coming into contact with your legs, move the steering wheel up so it does not touch your legs when you are driving or turning.
- The bottom strap of your seat belt should rest across your hipbones, and the top strap should cross across the middle of your chest and the middle of your shoulder to reduce any pain or discomfort.
<table>
<thead>
<tr>
<th>Accommodation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it hard for you to control your steering wheel?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a difficult time with reaching your seat belt to put your seat belt on?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have limited function in your legs and feet?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a hard time getting out of your automobile?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a hard time finding your destination?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to see everything out of your mirrors?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have hearing impairments that prevent you from hearing emergency vehicles on the road?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Can you reach the brake and accelerator pedals while being the recommended length away from the steering wheel?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to twist in your seat when backing up your automobile?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Accommodation Considerations

- You can look into low-effort steering options which reduces the effort required for you to turn the steering wheel.

- If you are unable to twist your body to grab your steering wheel, attach a ribbon to the seatbelt to make it easier to grab and pull across your body.

- If you are unable to control the accelerator and brake functions with your feet, your automobile can be adapted to have hand controls for the accelerator and brake.

- If you struggle with getting out of your automobile, use a handybar to assist you. A handybar is a device that latches onto the door latch to give you something to hold onto when you are getting out of the automobile.

- If you have trouble navigating during trips you can get OnStar. OnStar is a wireless and GPS technology service that can offer directions if you get lost. OnStar also provides emergency services and other safety options.
Accommodation Considerations

- If you have a hard time seeing everything out of your mirrors you should get an extra or extended mirror to expand your field of vision.

- If you have hearing impairments, you can use a siren detector to detect the sounds of emergency vehicles and alert you they are close by.

- If you cannot reach the pedals while being 10-12 inches away from the steering wheel you can have pedal extenders installed to allow more comfortable reach of the pedals.

- If you are unable to twist in your seat, or rotating causes pain, you can have a back-up camera installed into your dashboard to help you see behind you without rotating in your seat.

- Before you decide to make any changed to your automobile it is a good idea to see a driver rehabilitation specialist to give you appropriate recommendations based on your abilities.

- Make sure all equipment is installed by a certified installer.
References:

For more information please see the following resources:


- Figure A.6: https://www.pexels.com/photo/silver-van-traveling-on-highway-lined-with-trees-during-daytime-225607/

- Figure A.7: https://www.pexels.com/photo/vintage-car-against-blue-sky-327236/

- Figure A.8: https://www.pexels.com/photo/holidays-car-travel-adventure-21014/
Traveling by Bus

Figure A.9
# Bus Travel Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>31</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>32</td>
</tr>
<tr>
<td>Process Checklist</td>
<td>33</td>
</tr>
<tr>
<td>Process Considerations</td>
<td>34</td>
</tr>
<tr>
<td>Environment Checklist</td>
<td>35</td>
</tr>
<tr>
<td>Environment Considerations</td>
<td>36</td>
</tr>
<tr>
<td>Accommodation Checklist</td>
<td>37</td>
</tr>
<tr>
<td>Accommodation Considerations</td>
<td>38</td>
</tr>
<tr>
<td>References</td>
<td>39</td>
</tr>
</tbody>
</table>
Introduction

When going on a vacation, it is important to make sure you have thought through the entire process completely. Thinking through the entire process makes sure you are fully prepared when the time comes to take-off. The proper preparation for your vacation allows you to fully relax and enjoy your vacation. The following check lists are provided to help you make sure you have considered all factors before traveling by bus.

Using the checklists below before going on a vacation will help you make sure you have completed all the necessary steps of bus travel, as well as considered all of the accommodations you may need. Using this checklist will help you feel more prepared for your vacation and can prevent problems and injuries when you are on vacation. These checklists cover the following information:

- Things to remember as you progress through travel
- Things to consider about the environment you will be in
- Accommodations you may need when traveling

After each checklist there is a list of recommendations and considerations to ease the difficulties of travel. These checklists and recommendations were created using greyhound.com.
Occupational Therapist

Occupational therapists help individuals engage in meaningful occupations. Occupational therapists take into consideration components of a person, environment, and occupation, and how they are impacting an individual’s ability to do the things they want. An occupational therapist can help someone by increasing function in an individual’s physical, cognitive, affective, sensory, and spiritual components. Occupational therapists are also trained to look at the components in an environment and make modifications to increase function and safety. Lastly, occupational therapists are trained to look at the occupation or activity someone wants to engage in and make sure the individual has the abilities to complete the activity. If the activity demands and the abilities of the individual do not match; occupational therapists promote change in the person, environment, or occupation so the individual is able to do the things they want.

An occupational therapist may be able to help you if you are concerned with traveling through a bus station and on a bus. When traveling via bus, an occupational therapist can recommend the appropriate adaptive equipment you will need throughout the entire vacation process in order to make your trip easier, as well as safe and successful. Occupational therapists are also able to make recommendations on services and accommodations an individual should take due to the individuals limitations.
<table>
<thead>
<tr>
<th>Process Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you purchased your ticket?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you set up your transportation to the bus station?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you allowed yourself enough time to check in?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you aware of the rules and regulations for baggage?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling alone?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you let all carriers you are traveling on of the assistance you will need ahead of time?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need assistance with handling your baggage throughout your trip?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Process Considerations

- You can purchase your tickets at home or when you arrive at the bus station. If you purchase the tickets at the bus station you can either get them at a self-serve kiosk, or you can get assistance and get them at the ticket counter.
- If you are taking your personal automobile to the bus station, you should be aware of the cost. Make sure you arrive early enough time to complete the check in process.
- Boarding begins 20 minutes prior to departure time. If you are not there within five minutes of departure time, the bus company may give your seat away. Be sure to give yourself extra time if you have accommodations that need to be taken care of.
- You are allowed one carry-on bag at no cost. The carry-on bag must fit into the overhead compartment and weigh 25 pounds or less. You are also allowed a checked bag that weighs less than 50 pounds and must be a maximum of 62 inches. This bag costs $15.
- If you are traveling alone, you must not require constant assistance. You also have to be able to complete self-cares independently. The bus staff can help you to an extent, but they are not required to provide extensive services.
- Let the bus company know at least 48 hours ahead of time of the accommodations you will need throughout your trip. Let the staff know of the services you will need when you buy your ticket, and then remind the staff of the accommodations you will need a couple days before your trip.
- When you are buying your ticket, ask for a special handling tag for your baggage. This ticket lets the bus staff know you need help with transferring your bags.
<table>
<thead>
<tr>
<th>Environment Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you packed a personal electronic device?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to use an inaccessible bathroom?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to walk up stairs?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you want to sit in your wheelchair during the trip?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you require frequent bathroom breaks?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you want a specific seat on the bus?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.10
Environment Considerations

- Each bus is equipped with entertainment options. Make sure you pack your own personal electronic device for entertainment purposes.

- The bathrooms on the bus are not handicap accessible. Travel with an assistant if you need help with bathroom tasks because bus staff do not help with these cares.

- If you are unable to walk up stairs, you have the option of using the wheelchair lift to get on the bus. Let the staff know if going up stairs is an issue for you.

- There are two spots available on each bus for people when traveling in a wheelchair. Reserve a spot early if you want to sit in your wheelchair while the bus is moving.

- There is a bathroom on the bus if you need to use one, but not all of them are handicap accessible. Buses do make stops throughout the trip for people to use public bathrooms.

- Seating on the bus is first come first serve unless you pay higher fare. However, the first rows are saved for older adults. If you want to secure a specific spot pay the priority fare of arrive early to secure the spot you find most comfortable.
<table>
<thead>
<tr>
<th>Accommodation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you currently taking any medications?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling with a service animal?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling with a portable oxygen system?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you sitting in your wheelchair on the bus?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling with a mobility device?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need assistance with boarding the bus?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.11
Accommodation Considerations

- If you are taking any medications be sure to pack them in your carry-on bag so they are available at any time you need them during your trip. Bring a water bottle as well so you are able to take your medications with a liquid.

- If you are traveling with a service animal, make sure you bring along documentation of service animal.

- You are allowed to bring four canisters of oxygen if you are traveling with a portable oxygen system. Two of the canisters can be stored on the bus and two of the canisters are stored with the checked bags. Make sure you pack as much oxygen as you will need for the trip or have scheduled times when you can refill it.

- If you want to you are able to sit in your wheelchair while the bus is moving. There is a lift available to help you board the bus. There are only two spots for wheelchairs so plan early if this is what you want to do.

- If you are traveling with a wheelchair or scooter, make sure you arrive early so there is enough time for the staff to assist you before the bus departs.

- If you need assistance with boarding, make sure you let the staff know ahead of time. Ask the bus staff for help if you need assistance with boarding the bus.
References:


- Figure A.9: https://www.pexels.com/photo/light-cars-traffic-bus-34729/

- Figure A.10: https://www.pexels.com/photo/white-bus-on-road-near-in-high-rise-building-during-daytime-68427/

- Figure A.11: https://www.pexels.com/photo/bus-business-chairs-empty-276691/
Traveling by Train

Figure A.12
Train Travel Table of Contents

Introduction.................................................................42

Occupational Therapy.....................................................43

Process Checklist..........................................................44

Process Considerations....................................................45

Environment Checklist....................................................46

Environment Considerations..............................................47

Accommodation Checklist.................................................48

Accommodation Considerations........................................49

References........................................................................51
Introduction

When going on a vacation, it is important to make sure you have thought through the entire process completely. Thinking through the entire process makes sure you are fully prepared when the time comes to take-off. The proper preparation for your vacation allows you to fully relax and enjoy your vacation. The following check lists are provided to help you make sure you have considered all factors before traveling on a train.

Using the checklists below before going on a vacation will help you make sure you have completed all the necessary steps of train travel, as well as considered all of the accommodations you may need. Using this checklist will help you feel more prepared for your vacation and can prevent problems and injuries when you are on vacation. These checklists cover the following information:

- Things to remember as you progress through travel
- Things to consider about the environment you will be in
- Accommodations you may need when traveling

After each checklist there is a list of recommendations and considerations to ease the difficulties of travel. These checklists and recommendations were created using Amtrak.com.
Occupational Therapist

Occupational therapists help individuals engage in meaningful occupations. Occupational therapists take into consideration components of a person, environment, and occupation, and how they are impacting an individual’s ability to do the things they want. An occupational therapist can help someone by increasing function in an individual’s physical, cognitive, affective, sensory, and spiritual components. Occupational therapists are also trained to look at the components in an environment and make modifications to increase function and safety. Lastly, occupational therapists are trained to look at the occupation or activity someone wants to engage in and make sure the individual has the abilities to complete the activity. If the activity demands and the abilities of the individual do not match; occupational therapists promote change in the person, environment, or occupation so the individual is able to do the things they want.

If you plan on traveling by train, an occupational therapist can help guide you through the process and reduce any stress you might have. Occupational therapists can recommend appropriate adaptive equipment to meet your needs while you travel via train. Occupational therapists are also able to discuss various services available to you during your travels, making your trip easier, convenient, and safe.
<table>
<thead>
<tr>
<th>Process Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you purchased your train ticket?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you make reservations at least 2 weeks in advance if accommodations are needed?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If you have disability needs, do you have proper documentation to bring with you?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you plan enough time to arrive at the train depot at least 30 minutes prior to boarding?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need assistance with boarding luggage or other items?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you checked to see if the train depot is staffed or unstaffed?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you set up transportation for when you arrive at your destination?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.13
Process Considerations

- You can purchase tickets online through the reservation call line of the company you’re traveling with, or at staffed stations.
- If you need any accommodations, it is important to call and make reservations at least 2 weeks prior to the day of departure. By doing so it allows the train company to make the accommodations necessary to meet your needs.
- If you need accommodations or want to bring equipment on the train with you, you must certify that you require one or more of the accessibility features and written documentation must be provided when you board the train.
- Boarding gates typically open about 15 minutes prior to departure, however it is recommended you arrive at least 30 minutes prior to departure time or earlier if help is needed with baggage or other services.
- At the staffed stations, train crews will be there to assist you with boarding the luggage and directing you to the correct train car. At unstaffed stations however, you should look for instructions on signs and kiosks for how and where to board the train.
- Whether or not the station is staffed or unstaffed will make a difference in buying tickets and boarding the train. To prepare, you should call the train station. If a station is unstaffed, tickets need to be purchased online or on the reservation call line and also if unstaffed make sure you have someone else there with you to help with boarding.
- When you arrive at your destination, plan to have transportation ready for you, and also making sure it meets your needs for carrying personal mobility or other equipment.
<table>
<thead>
<tr>
<th>Environment Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you familiar with the setup of the train station you will be departing from?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will you need sleeping accommodations during your trip?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you checked room dimensions to make sure your mobility devices or other equipment will fit?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you checked the amenities offered on the train?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you susceptible to falls?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.14
Environment Considerations

- Train stations and lounge areas vary at each location depending on the facility, size, and whether or not it is staffed. If you have concerns navigating or getting around the train station, please call the train station you will be departing from and ask about the size, accessibility, and busyness of the facility.

- If you need sleeping accommodations, a variety of rooms are offered on most long-distance trips. Be sure to look on the train’s online website for the types of bedrooms offered. If you need an accessible room, be sure to request the room in advance.

- If you need a sleeping room and plan on bringing your wheeled mobility device or other equipment with, be sure to check the train’s online website for room dimensions to make sure the device will fit.

- Have you checked the amenities offered on the train? Amenities may include meals, call buttons in the bedroom and/or bathroom, accessible showers, accessible toilets, reading lights, climate control, bottled water, wheelchair storage/space, and personal services. Contact your train service for more information about the amenities offered on your trip.

- Train floors may be slippery, so if you are worried about falling or have issues with balance, buy non-slip shoes to wear on your trip.
<table>
<thead>
<tr>
<th>Accommodation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you need assistance with self-care tasks during your trip?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you want to bring your own wheeled mobility device on the train?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If you are bringing a mobility device, is it collapsible?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need help to getting on or off the train?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you traveling with a service animal?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have difficulty with hearing?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have problems related to vision?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you require an oxygen device?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Accommodation Considerations

• If you need help with self-care tasks such as dressing, feeding, or medicating, travel with a companion or attendant. Most train companies do not provide self-care services.

• Check to see if the train company has height or weight requirements for bringing personal wheeled mobility devices.

• Check to see if your wheelchair can fold up. You can transfer to another seat on the train if you can fold up your wheelchair and store it away.

• Do you need help to get on or off the train? Most train staff are available to assist you in moving on and off the train if needed. Be sure to check in early when boarding and also let staff know you will need help getting off the train prior to arrival at your destination.

• Service animals are allowed on the train under certain guidelines. Generally, service animals must remain on the floor, be on a leash, and be under the owners control at all times. Check with the train company for specific policies.
Accommodation Considerations

- If you have difficulty with hearing, please call the train company in advance to set up additional services. Travelers can request reasonable accommodations when necessary and staff will ensure individuals are able to use the train services.

- If you have problems related to vision, please call the train company in advance to set up additional services. Travelers can request reasonable accommodations when necessary and staff will ensure individuals are able to use the train services.

- Oxygen equipment is allowed on most trains if you qualify as having a disability. Be sure to provide proper documentation that states a need for the equipment.
References:

For more information please see the following sources:


- Figure A.12: https://www.pexels.com/photo/clouds-engine-fast-iron-433301/

- Figure A.13: https://www.pexels.com/photo/car-chair-comfort-commuting-428614/

- Figure A.14: https://www.pexels.com/photo/red-train-166129/

- Figure A.15: https://www.pexels.com/photo/bridge-clouds-forest-guidance-461772/
Traveling by Cruise Ship

Figure A.16
Cruise Ship Travel
Table of Contents

Introduction.................................................................54

Occupational Therapy..................................................55

Process Checklist.........................................................56

Process Considerations................................................57

Environment Checklist................................................58

Environment Considerations.........................................59

Accommodation Checklist..............................................60

Accommodation Considerations.....................................61

References........................................................................63
Introduction

When going on a vacation, it is important to make sure you have thought through the entire process completely. Thinking through the entire process makes sure you are fully prepared when the time comes to take-off. The proper preparation for your vacation allows you to fully relax and enjoy your vacation. The following check lists are provided to help you make sure you have considered all factors before traveling on a cruise ship.

Using the checklists below before going on a vacation will help you make sure you have completed all the necessary steps of ship travel, as well as considered all of the accommodations you may need. Using this checklist will help you feel more prepared for your vacation and can prevent problems and injuries when you are on vacation. These checklists cover the following information:

- Things to remember as you progress through travel
- Things to consider about the environment you will be in
- Accommodations you may need when traveling

After each checklist there is a list of recommendations and considerations to ease the difficulties of travel. These checklists and recommendations were created using Carnival.com.
Occupational Therapist

Occupational therapists help individuals engage in meaningful occupations. Occupational therapists take into consideration components of a person, environment, and occupation, and how they are impacting an individual’s ability to do the things they want. An occupational therapist can help someone by increasing function in an individual’s physical, cognitive, affective, sensory, and spiritual components. Occupational therapists are also trained to look at the components in an environment and make modifications to increase function and safety. Lastly, occupational therapists are trained to look at the occupation or activity someone wants to engage in and make sure the individual has the abilities to complete the activity. If the activity demands and the abilities of the individual do not match; occupational therapists promote change in the person, environment, or occupation so the individual is able to do the things they want.

If you are preparing to travel on a cruise ship, occupational therapists can assist you with the process and overall preparation. Occupational therapists can help you plan for your trip by making the appropriate recommendations for adaptive equipment and discussing how to navigate the cruise ship environment. Occupational therapists can also connect you with services the cruise ship might offer and answer any concerns or questions you might have before beginning your vacation.
<table>
<thead>
<tr>
<th>Process Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you booked your trip online?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you select an accessible room if needed?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you made plans for transportation to the ship?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you set a reminder to check in at least 1 day prior to departure?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you printed your boarding pass or have it available on your phone?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Process Considerations

- Cruise trips can be booked online under your chosen destination and cruise line. Common questions you may be asked while booking your ticket include how many rooms will be needed, how many travelers are in your group, and what type of room you would like to stay in.

- Most cruise ships offer an accessible room to guests if needed. If you don’t see accessible room options online, call the cruise company to see about getting an accessible room or what option the cruise has available.

- Some cruise lines will offer transportation to the ship on the day of departure. If you need a ride from the hotel to the ship, be sure to call the cruise line and ask about the shuttles, buses, or car services offered.

- You want to check in to your cruise (online) no later than midnight prior to the sailing date and be sure to make an arrival appointment time for when you will get to the ship for boarding.

- Boarding passes can be printed online once you have checked in online. You will want to print these documents, or have them on your phone, in order to get onto the ship.
<table>
<thead>
<tr>
<th>Environment Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you look at the amenities offered on the cruise deck? (Ex. shopping malls, spas, theatres, restaurants)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you tolerate noisy environments?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you able to get around places on different types surfaces?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you look at the size of the rooms on the ship?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Did you need an accessible bathroom?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the ship include ramps to get around?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the ship have an elevator?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you susceptible to falls?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Figure A.18
Environment Considerations

- Cruise ships offer a number of amenities, so be sure to find a cruise that fits with the activities you like to do. This information can be found on the cruise line’s website under the description of the ship.
- The ship can be noisy depending on the type of cruise line you go on. There are both larger and smaller cruise ships to choose from, so be sure to look up the type of cruise line before traveling. Bringing headphones is another option to reduce noise on the cruise ship.
- The cruise ships might have different types of flooring. The floor may be slippery wood on the deck, carpeted areas in the bedrooms, or raised bumps between cabins. Be prepared to move over different surfaces.
- If you need extra room to get around inside the bedrooms, be sure to look up the dimensions of the room. Certain rooms may allow better turning space for wheeled mobility devices.
- If you need an accessible bathroom while on the trip, be sure to let the cruise line know. Accessible bathrooms are offered in accessible rooms, so be sure to book when of these rooms when buying your ticket.
- It is important to check about getting on and off the ship if you require use of a wheeled mobility device. Some cruise ships will stop at different locations for travelers to get off and explore. Be sure to check the cruise ship online website or call for details regarding ramp access.
- Call the cruise line to ask about access to elevators while on the cruise ship and you may be able to book a room next to one.
- Cruise ship floors may be slippery, so be sure to buy non-slip shoes to wear on your trip if you are worried about falling.
<table>
<thead>
<tr>
<th>Accommodation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you be bringing your own wheelchair or other mobility device onto the ship?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you need to rent a wheelchair or other mobility device?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you bringing along any other device with you?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you bringing a guide dog or service dog onto the ship?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have difficulty with hearing?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have any problems with vision?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you require an oxygen tank while on the ship?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Accommodation Considerations

- Most cruise lines list guidelines on the website for bringing your own wheelchair or mobility device onboard. These devices can often not be stored in public places on the ship, be unattended, or block areas. Be sure to refer to the cruise’s online website for details.

- Do you need to rent a wheelchair or other mobility device? Wheelchairs or mobility devices might be available for you to rent on the ship. If you need these services, please call the cruise line you’re traveling with.

- If you are bringing along any other devices with you, be sure to check on available storage. The cruise line will list on the website dimension requirements for bringing items onto the ship. Also, check to see if certain batteries (used in the devices) are allowed on the ship.

- Guide or service dogs are allowed on some of the cruise ships if needed. Provide the cruise with documentation for the need of the animal aboard the ship.
Accommodation Considerations

- You may request certain hearing devices on the ship if needed, which include headsets to amplify sound of live performances on the ship, alert systems, closed captions, and sign language interpreters upon request.

- Ships often include Braille signs on the doors and large print newspapers, restaurant menus, and site travel information.

- You are responsible for your own oxygen supply and it must be carried with you on the ship. If you need help with storing your oxygen supplies on the ship, staff can further assist you.

Figure A.19
References:

For more information please see the following sources:


- Figure A. 16: http://www.pexels.com/photo/white-cruise-ship-813011/

- Figure A. 17: http://www.pexels.com/photo/white-cruise-ship-near-island-813036/

- Figure A. 18: http://www.pexels.com/photo/stairs-sea-ocean-boat-2717/

- Figure A. 19: http://www.pexels.com/photo/high-angle-view-of-people-sailing-on-sea-327337/