

SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM 2014



*Evidenced Based Recreational Therapy:
An Ocean of Opportunity to Learn, Grow and Practice*

April 9-11, 2014

**Sheraton Convention Center
Myrtle Beach, South Carolina**

AGENDA

WEDNESDAY, April 9

9:00 - 12:45 REGISTRATION

1:00 - 2:30 WELCOME AND KEYNOTE ADDRESS – (K1) Ballroom ABC

◆

2:30 – 2:45 BREAK

2:45- 4:15 CONCURRENT SESSIONS

◆ **Select Groups From Thirty-Five Years of Recreation Therapy Practice (Part 1 of 2) (A1) Room**

This presentation will describe a number of groups and interventions utilized in over a thirty-five year practice in mental health and addictions. These sessions have been created, borrowed, developed, enhanced, and returned to over and over. A number of these sessions used with inpatients and outpatients will be presented with thumbnails and experientials. Learning Objectives: Participants will 1) Describe the content of three of the groups 2) Be able to incorporate 2 of these groups into their repertoire of interventions 3) Identify the 4 items in the Institute of Psychiatry's Central Inpatient Program Service survey instrument.

Bob Raynor, M.S., CTRS, MUSC Psychiatry

◆ **Water Planet's Dolphin Assisted Activities Therapeutic Programs (A2) Room**

This program is intended to introduce and offer explanations of the therapeutic programs offered at Water Planet in Panama City Beach, Florida. It will specifically address the role of recreational therapy and the other processes/disciplines that encompass the unique nature of the program. Learning Objectives: Participants will 1) Demonstrate an understanding of the term animal assisted activity and be able to identify 3 ways it enhances socialization during play 2) Describe the role of Recreational Therapy at Water Planet with wild dolphins and name three specific facilitation techniques used to promote normalization and inclusion for people with disabling conditions 3) State Water Planet's mission and individual participant's goals as it relates to inclusion of people with disabling conditions.

DeAnna Bay, M.Ed., CCLS, CTRS, Water Planet

◆ **Trends in PM&R for Recreational Therapy: What's New in 2014 (A3) Room**

This session will review trends in physical medicine and rehabilitation as it relates to practice. Topics mentioned will be: research and development that may make significant changes in practice, CARF updates, and legislation. Learning Objectives: Participants will 1) Demonstrate an understanding of at least one legislative trend that will directly impact the provision of services in their work environment 2) Identify current trends in CARF standards that may impact programs and practice 3) Develop a resource base for assistance as a sounding board for issues associated with practice in a PM&R setting associated with standard and legislative changes.

Al Kaye, M.S., CTRS, CBIS, Patricia Neal Rehabilitation Center

◆ **Exploring Different Dementias (A4) Room**

CTRSs are working with people that have varying types of dementias. While types of dementias are similar, others have unique characteristics that effect daily life including involvement in recreational programming. This presentation will explore different types, characteristics, and approaches CTRSs need to use when working with this population. Learning Objectives: Participants will 1) Be able to differentiate between various types of dementias 2) Demonstrate an understanding of how different types of dementias effect cognition, movement, and sensory abilities 3) Identify at least 2 approaches to programming that work best for different dementias in various stages.

Amy Smith, MS, CTRS, Brookdale

4:30- 6:00 CONCURRENT SESSIONS

◆ **Select Groups From Thirty-Five Years of Recreation Therapy Practice (Part 2 of 2) (B1) Room**

See concurrent descriptions (-)

Bob Raynor, M.S., CTRS, MUSC Psychiatry

◆ **Understanding and Applying the ICF in RT Practice (B2) Room**

This session will provide an overview of the World Health Organization's (WHO) International Classification of Functioning, Disability, and Health (ICF) and its application in RT practice. Learning Objectives: Participants will 1) Be able to use ICF codes to classify one example for Body Structure, Body Function, and Activities and Participation 2) Be able to explain the use of the ICF in addressing functioning 3) Be able to identify at least two ways to implement the ICF into RT practice.

Thomas K. Skalko, Ph.D., LRT/CTRS, FDRT, East Carolina University

◆ **Survivor Rehab Style (B3) Room**

Survivor "SRTS" style! Come be challenged with mind, body and soul in the ultimate survivor game. You will team up with fellow RT's and demonstrate your "skills" in a variety of "survivor" games which you can bring back to your facility and adapt them to use with your consumers. Learning Objectives: Participants will 1) Identify 4 ways to adapt survivor games for different populations 2) Describe physical and cognitive benefits for each game 3) Identify 2 processing questions to use with different populations served by Recreational Therapy.

Julie Bradwell, LRT/CTRS, Wake Forest Baptist Health

◆ **Let's Keep Talking: Continued Conversation About Ethical Practice (B4) Room**

It's hard to make ethics a sexy topic; however the need to share and discuss possible solutions to work situations that may be unethical is a must. You want the best for your clients. Let's keep talking about ways our professional behaviors impact positive outcomes. Learning Objectives: Participants will 1) Be able to verbally identify a minimum of 3 ethical principles and their application in the workplace 2) Be able to verbally identify 3 behaviors related to the ethical delivery of recreational therapy services 3) Be able to verbally identify the most appropriate ethical response to 3 role play situations.

Wayne Pollock, Ph.D., CTRS, Virginia Wesleyan College

6:30 OPENING NIGHT SOCIAL – Ballroom 3

THURSDAY, April 10

7:30 – 8:30 REGISTRATION

8:30 – 10:00 CONCURRENT SESSIONS

◆ **Keeping Calm to Carry On: Redefining Relaxation Techniques (Part 1 of 4) (CT1-A) Room**

This competency track will cover basic relaxation techniques from a practical perspective. Attendees will augment their clinical skills through experiential practice. Evidence-based research will be supplemented with case discussions. Current references and resource information will be included. Learning Objectives: Participants will 1) Be able to state a minimum of 3 benefits of relaxation techniques 2) Be able to demonstrate practical knowledge of a minimum of 2 relaxation techniques 3) Identify a minimum of 3 resources to assist clients with independent use of relaxation skills.

Michele Barr, LRT/CTRS, North Carolina Jaycee Burn Center

Kristy Everette, LRT/CTRS, Duke Cancer Institute

◆ **What Aretha Didn't Tell You: Gaining Professional R-E-S-P-E-C-T thru RT Research (CT2-A) Room**

This presentation will provide practitioners and researchers knowledge about how research works and how it can provide professional benefits. Learning Objectives: Participants will 1) Verbalize at least 3 ways conducting research can benefit the RT practitioner 2) Verbalize at least 5 parts of the Collaborative Research Process 3) Verbalize at least 3 collaborative resources for conducting RT practitioner-based research projects.

David P. Loy, Ph.D., LRT/CTRS, East Carolina University

Richard Williams, Ed.D., LRT/CTRS, East Carolina University

◆ **Recreational Therapy as Part of the Interdisciplinary Treatment Team Approach in Physical Medicine and Rehabilitation (C1) Room**

This session will discuss the vital role Recreational Therapists play as a part of the interdisciplinary treatment team in Physical Medicine and Rehab. Working along-side Physical, Occupational, and Speech therapists benefits not only the patients but also the treatment team members. Benefits of Recreational Therapists being involved in treatment team meetings, functional co-treats, and team groups/outings will be discussed. Learning Objectives: Participants will 1) Identify and describe the role of the Recreational Therapist on the interdisciplinary treatment team 2) Identify and describe 2 ways to implement co-treats

and/or group sessions 3) Identify and describe 3 ways in which you can improve your RT treatment sessions by involving other disciplines.

Angie Pihera, MS, CTRS, Shepherd Center
Savonna N. Atkins, CTRS Shepherd Center

◆ **A Holistic Approach to Working with Veterans and their Families (C2) Room**

This presentation will discuss the common difficulties Veterans have with the reintegration process into civilian society. The presentation will talk about the common supportive programs that currently exist. Therapeutic skills that individuals should consider an examination of “best practice” treatment options will be discussed. Best ways to facilitate access to the needed services within a holistic treatment framework using Therapeutic Recreation will be presented. Learning Objectives: Participants will 1) Be able to describe 3 best practice treatment options for working with Veterans and their families 2) Be able to demonstrate how to facilitate access to services for veterans and families within a holistic treatment framework 3) Identify 2 barriers to access and engagement in treatment for returning OIF/OEF Veterans and their family members.

Timothy Scala, Psy.D, C.F.C., Nova Southeastern University

10:00 – 10:15 BREAK

10:15 – 11:45 CONCURRENT SESSIONS

◆ **Keeping Calm to Carry On: Redefining Relaxation Techniques (Part 2 of 4) (CT1-B) Room**

See concurrent descriptions of (-)

Michele Barr, LRT/CTRS, North Carolina Jaycee Burn Center
Kristy Everette, LRT/CTRS, Duke Cancer Institute

◆ **A Practical Guide to Incorporating Research Into Evidence-Based Practice (CT2-B) Room**

This session will help participants learn to find and interpret research that can be incorporated into evidence-based recreational therapy practices. Learning Objectives: Participants will 1) Be able to find published recreational therapy research 2) Be able to evaluate the quality and relevance of published recreational therapy research results 3) Be able to interpret findings published in scholarly journals.

Richard Williams, Ed.D., LRT/CTRS, East Carolina University

◆ **Get Involved: Serving on Boards and Committees within Recreational Therapy (D1)**

This session will educate participants on serving on boards, committees and the process of running meetings efficiently. Foundations of Robert's Rules, by-laws, agendas and meeting processes will be addressed. Learning Objectives: Participants will 1) Describe the process of running a meeting with a group or board of professionals that include Recreational Therapists 2) State the importance Recreational Therapists serving on professional committees and boards 3) Demonstrate knowledge regarding the different roles and positions on boards and committees that contain Recreational Therapists.

Diane Skalko, MS, LRT/CTRS, Pitt County Council on Aging

◆ **Yoga: A Tool to Improve Wellness in Your Recreational Therapy Practice (D2) Room**

Yoga is fast growing as a therapeutic intervention. This session will introduce the evidence behind the use of yoga as a therapeutic intervention, and then will provide a sequence that attendees can incorporate into their practice. Learning Objectives: Participants will 1) Be able to verbally identify 3 symptoms that yoga has been found to improve 2) Be able to verbally identify at least 3 benefits to the incorporation of yoga into recreational therapy practice 3) Be able to demonstrate at least 2 seated yoga exercises.

Marieke Van Puymbroeck, Ph.D., CTRS, FDRT, Clemson University

11:45 – 1:20 LUNCH and GENERAL SESSION – (K2) Ballroom ABC

◆ **Standing on the Shoulders of Giants: Evidence in Recreational Therapy**

While nearly everyone agrees that evidence-based practice is critical for the practice of recreational therapy, some recreational therapists find it difficult to incorporate research into their practices. This session will include an exploration of the importance of evidence-based practice, a description of a model of evidence-based practice, an exploration of existing evidence that is easily accessible, and a demonstration of ways to easily access research evidence. Learning Objectives: Participants will 1) Be able to accurately explain the importance of evidence-based practice for recreational therapy 2) Be able to accurately describe Sackett's three-part model of evidence-based practice 3) Be able to demonstrate the skill of finding research evidence for recreational therapy practice.

Richard Williams, Ed.D., LRT/CTRS, East Carolina University

1:30 – 3:00 CONCURRENT SESSIONS

◆ **Keeping Calm to Carry On: Redefining Relaxation Techniques (Part 3 of 4) (CT1-C) Room**

See concurrent descriptions of (-).

*Michele Barr, LRT/CTRS, North Carolina Jaycee Burn Center
Kristy Everette, LRT/CTRS, Duke Cancer Institute*

◆ **Managing the Hoops to Turn RT Practice Into RT Research: Ethical, Legal, and Human Subject Implications Related to Research (CT2-C) Room**

This session is for the beginner researcher and will explain the purpose of RT research and the ethics in performing research. This session will also provide information on how to overcome perceived obstacles to doing research initiated in RT agencies. Learning Objectives: Participants will 1) Correctly define ethics as it relates to research 2) Define the purpose of the IRB 3) State the importance of confidentiality and how to protect the participant/subject.

*Michelle Gerken, Ph.D., CTRS, CPRP, CDSS, Eastern Kentucky University
David P. Loy, Ph.D., LRT/CTRS, East Carolina University*

◆ **Comprehensive Evaluation of Obese Clients: Assessing Different Domains (E1) Room**

Utilizing appropriate assessment instruments is essential when evaluating obese clients. This session will present a variety of standardized tools that the CTRS can utilize in practice with this population. Learning Objectives: Participants will 1) Identify 3-5 domain areas of assessment for obese individuals 2) Identify 3-5 standardized assessment tools for obese clients and verbalize understanding of implementing and scoring of each 3) Implement assessment results into a treatment plan by verbalizing at least 2 measureable objectives for this population.

Dr. Janet Albers, Ph.D., LRT/CTRS, Mount Olive College

◆ **Archery – Targeting Your Clients For Success (E2) TN Ballroom 1**

Individuals of all ages/abilities can participate in archery as a safe recreational activity. However, the activity of archery can be incorporated into a variety of recreational therapy program settings as an intervention strategy. Learn how to facilitate a successful archery program as an intervention for your clients. Learning Objectives: Participants will 1) Describe how archery can be used to foster inclusion in any setting, 2) Identify three community resources for access and describe how archery can be implemented in various TR/RT settings, 3) Identify a minimum of three functional benefits of an archery program for clients, 4) Describe the process of designing and implementing an archery program as a treatment strategy.

Anessa Snowden, CTRS, CDSS, Lexington-Fayette Urban County Government Parks and Recreation

3:00 – 3:15 BREAK

3:15 – 4:45 CONCURRENT SESSIONS

◆ **Keeping Calm to Carry On: Redefining Relaxation Techniques (Part 4 of 4) (CT1-D) Room**

See concurrent descriptions of (-).

*Michele Barr, LRT/CTRS, North Carolina Jaycee Burn Center
Kristy Everette, LRT/CTRS, Duke Cancer Institute*

◆ **Mining a Potential Goldmine: Finding Research Data in Existing Practice (CT2-D) Room**

This session will help practitioners with identifying existing or potential standardized outcome measures appropriate for their setting, and how to properly collect data that can be analyzed to evaluate treatment effectiveness. This session will also include a discussion of how to incorporate these measures into everyday practice. Learning Objectives: Participants will 1) Describe at least 2 barriers and facilitators to adoption of outcome measurement in RT practice 2) Identify 3 tools that can be used by entry-level recreational therapy clinicians to acquire information about outcome measurement 3) Discuss 2 resources that can be used by established practitioners working in interdisciplinary settings to promote regular use of outcome monitoring tools.

*Brent L. Hawkins, Ph.D., LRT/CTRS, Clemson University
Marieke Van Puymbroeck, Ph.D., CTRS, FDRT, Clemson University*

◆ **What is the NC RT Board Disciplinary Process? (F1)**

This session is an overview of the process NCBRTL uses when there are reports of non-compliance, misconduct, or unethical practice by licensed RTs and RT Assistants in North Carolina. The proactive corrective action plan and Compliance and Ethics Training that has decreased the number of investigations needed is presented! Learning Objectives: Participants will 1) Be able to identify 3 offenses that would require an investigation by NCBRTL 2) Identify 4 levels of disciplinary actions taken by NCBRTL 3) Be able to define a “Corrective Action Plan” and Compliance and Ethics Training.

Becky Garrett, LRT/CTRS, NCBRTL Executive Director

◆ **Special Olympics... More Than Sports (F2) Room**

Special Olympics have been providing year-round sports training and competitions since 1968. But it also provides opportunities to teach life skills to everyone involved. This session will identify the life skills that members of the Special Olympics GA Augusta Stars learn such as improving self-esteem, social skills, and reasoning abilities. Learning Objectives: Participants will 1) Identify at least 2 life skills taught through participation in Special Olympics 2) Be able to list at least 3 opportunities for growth within Special Olympics 3) Be able to identify at least 2 significant events in the history of Special Olympics.

Kevin Enright, CTRS, Augusta Developmental Specialists

FRIDAY, April 11

7:30 – 8:30 CONTINENTAL BREAKFAST

8:00 - 8:30 REGISTRATION

8:30 -10:00 CONCURRENT SESSIONS

◆ **Committee on Accreditation of Recreational Therapy Education: The Future of Academic Accreditation in RT (G1) Room**

This session will provide an overview of accreditation under the Committee on Accreditation of Recreational Therapy Education. Specifics on the role of accreditation in practice and the profession will be presented. Standards and guidelines, and the process of academic accreditation will be addressed. Learning Objectives: Participants will 1) Demonstrate understanding of the evolution of CARTE and the rationale for CARTE accreditation 2) Be able to identify the key components of the standards and guidelines for CARTE accreditation 3) Be able to correctly identify the steps for pursuing CARTE accreditation.

Thomas K. Skalko, Ph.D., LRT/CTRS, FDRT, East Carolina University

◆ **How You Can Teach Hand Drumming to a Variety of Populations (G2) Room**

The presenters will discuss the benefits of drumming circles. Participants will learn about drum types, drumming rhythms, staffing, spaces, hand-drumming basics, improvisation, limitations, adaptations and more. Participants will learn the basic skills to running and adapting a drum circle to meet their population's needs. Learning Objectives: Participants will 1) Be able to identify at least 3 strikes for hand drums 2) Be able to identify 2 measurable goals for clients in a drum circle 3) Be able to identify 3 ways of adaption for drumming with clients.

John Rhodes, MS, LRT/CTRS, Alexander Correctional Institution

Joan Langella Sutton, M.S., LRT/CTRS, The Pines At Davidson

◆ **Recreational Therapy, Child Life, and Victims of Child Abuse: Connecting the Dots (G3) Room**

This session will be an in-depth overview of assessing and providing therapeutic interventions to children who are victimized by physical and sexual abuse in a Child Advocacy Center setting. The connection between Recreational Therapy principles, Child Life clinical interventions, and providing resources for the prevention of child abuse will be explored. Learning Objectives: Participants will 1) Identify 2 assessment tools utilized to examine the presence of developmental and coping concerns following suspected child abuse 2) Identify 3 interventions utilized by the dually certified practitioner to provide education and support to a patient during a forensic interview and a forensic medical exam 3) Be able to fully describe the importance of and 2 means to communicate with the multi-disciplinary team involved in a child abuse case, with a specific focus on documentation suitable for court testimony.

Michelle Choromanski, MS, CCLS, CTRS, Jeff Gordan Children's Hospital Children's Advocacy Center

◆ **Reintegrating Injured Military Service Members: RT's Role in the Transition (G4) Room**

Recreational therapy has the potential to assist injured military service members with successful transition into civilian life (i.e., reintegration). This session will provide an understanding of the factors that influence reintegration and provide guidance for ways recreational therapists can enhance programming and outcome measurement through the incorporation of research. Learning Objectives: Participants will 1) Identify at least 3 factors that influence the community reintegration of injured service members 2) Identify at least 2 ways community reintegration experiences differ between injured male and female service members 3) Identify 3 strategies to implement and evaluate recreational therapy programming specific to injured service members (e.g. intervention approaches, outcome measurement).

Brent L. Hawkins, Ph.D., LRT/CTRS, Clemson University

Brandi M. Crowe, Ph.D., CTRS, Clemson University

10:15-11:45 CONCURRENT SESSIONS

◆ **The Neuroanatomy Puzzle: A Reflection of Application of Assessment to Treatment (H1) Room**

Physical Rehabilitation originally was designed to treat 75% with neuro involvement vs. 25% orthopedic patients. This session is to focus on some fundamentals of neuroanatomy as it applies to how we do a functional assessment. The overall goal of the session is to have the participant use their neuroanatomy understanding of brain function to design appropriate outcomes for RT practice. Learning Objectives: Participants will 1) Demonstrate an understanding of general components of brain anatomy and physiology as it relates to diagnosis and impairment 2) Be able to describe logical thought process of identifying the why and how of impairment as it relates to neuroanatomy processes 3) Identify realistic goals as it relates to desired outcomes to address impairments in real life situations.

Al Kaye, M.S., CTRS, CBIS, Patricia Neal Rehabilitation Center

◆ **ATRA Standards for the Practice of Recreational Therapy & Self-Assessment Guide (H2) Room**

This presentation will review the ATRA Standards for the Practice of Recreational Therapy (SOP-RT) & Self-Assessment Guide, newly revised in 2013. This session will describe how compliance with the SOP-RT will help recreational therapists to achieve patient/client outcomes valued by patients/clients and other stakeholders and how compliance with the SOP-RT will help to improve preparation for accreditation surveys and compliance with requirements of the Centers for Medicare & Medicaid Services (CMS). **It is requested that participants bring a copy of the SOP-RT (2013) to the presentation.** Learning Objectives: Participants will 1) Identify components of the ATRA Standards for the Practice of Recreational Therapy & Self-Assessment Guide, newly revised in 2013 2) Describe how using the SOP-RT Self-Assessment Guide will improve compliance with the SOP-RT as well as standards and requirements of accreditation and regulatory agencies 3) Identify data collection components of the SOP-RT Self-Assessment Guide that are used to collect data used to assess compliance with the SOP-RT.

Ray E. West, MS, LRT/CTRS, Consultant

◆ **Empty (H3) Room**

◆ **Empty (H4) Room**

12:00-1:00 GENERAL SESSION – TN Ballroom 1

◆ **Empty**

1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES

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Savannah, Georgia***