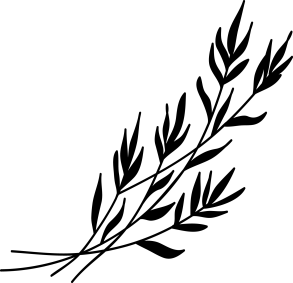
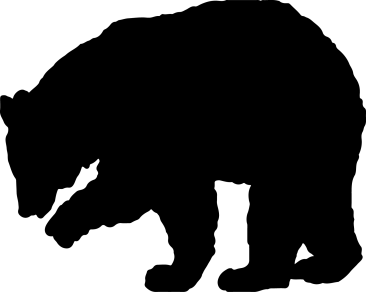
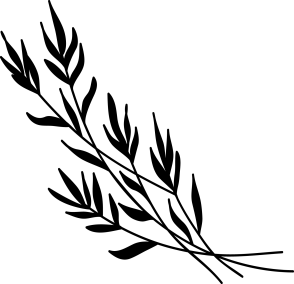
SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM

Pic



35 Years of advancing competent practice



**SRTS 2016**

Pictures

**April 13-15, 2016**

**Park Vista Hotel**

**Gatlinburg, TN**

**AGENDA**

## WEDNESDAY, April 13

# 9:00 - 12:45 REGISTRATION

# 1:00 - 2:30 WELCOME AND KEYNOTE ADDRESS

**♦ Forget, Reach, Press:  The Value Of Recreational Therapy In Recovery**

On May 8th, 1980 — four days before graduation, with one final exam left to complete his college degree — Paul Erway’s life changed in an instant in an auto accident.  Since his accident he has kept the pressure on himself to perform, to reach goals and to “continue living.”  He is a national level wheelchair racer who gathered two other racers to do 50 marathons in 50 states in 50 weeks.    The main reason he races is to “set an example for others” with disabling conditions— to help them see through the fog of their challenges so they can focus on the clarity of living life to its fullest. He is a shining example of how recreational therapy helps in recovery from a traumatic event.  Erway assists in vehicular modifications for people with disabilities, and works full time while completing this goal. Hoping to set another example that even though you have a disabling condition you can still work but showing that “the more people you can help the more you will be blessed.” Learning Objectives: Participants will: 1) Identify at least three benefits of road racing for individuals with spinal injury recovery as a recreational therapy program, 2) Describe the stages of recovery from a traumatic life changing accident as it relates to recreational therapy programming, 3) Identify how the use of elite athletes will advance the profession in everyday relationships with patients in a recreational therapy physical rehab setting.

*Paul Erway, Rehabilitation Products Consultant, Superior Van & Mobility*

**2:30 - 2:45 BREAK**

# 2:45 - 4:15 CONCURRENT SESSIONS

**♦From Application To Graduation: A Roadmap To Higher Education In Recreational Therapy**

**\*\*\* *Ann James Award Winner for 2015* \*\*\***

Have you considered graduate school?  Do you need help weighing the pros and cons of pursuing a masters or doctoral degree? This session can help you with your decision!  This session will facilitate discussion on the need and opportunities for graduate education in recreational therapy.  We will address the need for graduate education at the masters and doctoral level, cover different types of graduate education, share experiences with graduate school, inform you of current graduate opportunities, weigh the benefits and challenges to pursuing a graduate degree, and how to navigate graduate school from application to graduation and beyond. Learning Objectives: Participants will be able to: 1) Identify at least 3 benefits to graduate education in RT, 2) Discuss at least 3 challenges to graduate education in RT, 3) Identify at least 2 accessible opportunities for graduate education in RT via online or in-person programs.

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

*Brandi Crowe, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

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

**♦ The Psychophysiology Of Stress And Stress Management**

This session will explain the physiological stress response and chronic stress and a description of how effective stress management works. Learning Objectives: Participants will: 1) Explain the human psychophysiolical stress response, 2) Describe the harmful effects of chronic stress on health, 3) Demonstrate at least two stress management techniques that alter the stress response.

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

**♦ If Words Are Not Enough: Engaging Persons Living With Dementia In Recreational Therapy Programs**

Strategies for engaging residents with cognitive and receptive/expressive deficits can be challenging as verbal instruction is generally not enough. This session will include other methods of communication, cuing and prompting to obtain an optimum level of engagement during recreational therapy sessions and help the CTRS coach other care staff. Learning Objectives: Participants will: 1) Develop and/or select interventions and approaches to achieve individual goals in recreational therapy sessions, 2) Devise two ways to monitor effectiveness of individual interventions in recreational therapy programs and make modifications as needed, 3) Individualize recreational therapy intervention plans to achieve optimal engagement by the resident.

*Amy Conoly, M.S., CTRS, CADDCT, Golden Living*

**♦ Developing A Gardening Program For Recreational Therapy Interventions**

This session will review relevant research on the impacts of plant-based activities on client populations and look at gardening as active treatment. The presenter will discuss how to develop and implement a program using horticulture and gardening as a treatment modality. We will explore different practice settings and standards of practice when implementing a horticulture/garden program. The session will end with information on how to implement a gardening program and offer resources and tips on how to get the most out of a garden at your site. This session will look at foundational knowledge including practice settings, standards of practice, and contributions of recreational therapy. It will also look at implementation areas including selection of programs, purpose/techniques, activity modifications, and risk management concerns. Learning Objectives: Participants will: 1) Identify three benefits of using gardening as a recreational therapy intervention, 2) Discuss at least three standards of practice to consider when developing a recreational therapy intervention using gardening, 3) Describe at least four different community resources that can assist in implementing a garden program as a recreational therapy intervention.

*Derrick Stowell, MS, CTRS, HTR, University of Tennessee Gardens*

**4:15 – 4:30 BREAK**

**4:30 - 6:00 CONCURRENT SESSIONS**

**♦ The Connection With Nature As A Recreational Therapy Intervention In Mental Health**

Facilitating a connection to the natural world can be an effective intervention for people with mental illness and addiction. The nature experience presents opportunities for increasing relaxation, stress reduction, spirituality, mindfulness, and grounding. This presentation will explore this connection with nature, and the evidence for its benefits. Specific interventions to utilize in therapy groups will be presented and experienced in this session. Learning Objectives: Participants will be able to: 1) Cite three studies discussing the benefits of the nature experience pertinent to recreational therapy practice, 2) Identify four outcomes of providing the nature experience in a recreational therapy session, 3) Identify three specific recreational therapy interventions to utilize in facilitating the connection with nature.

*Bob Raynor, MS, CTRS, FDRT,MUSC Institute of Psychiatry*

♦ **Lakshmi Voelker Chair Yoga As A Recreational Therapy Treatment Intervention**

Participants will learn what Lakshmi Voelker chair yoga (LVCY) is and why it is beneficial for recreational therapists to use as an intervention technique. LVCY poses are very adaptable for all populations. Poses will be demonstrated and participation is encouraged throughout the LVCY presentation. Three adaptation levels will be shown for poses presented. Information on becoming a LVCY teacher will be available as will resources for further education. This session will describe appropriate outcome measures for LVCY, as well as appropriate goals, implementation strategies, and evaluation. Learning Objectives: Participants will: 1) Define chair yoga as it will be used in RT, 2) Instruct two chair yoga poses after participation as you would in your RT setting, 3) State three benefits of chair yoga as a recreational therapist.

*Alysha A. Walter, M.S., CTRS, Clemson University*

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

♦ **The Application Of The ICF In Recreational Therapy Services**

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) Use ICF codes to classify one example for Body Structure, Body Function, and Activities and Participation, 2) Explain the use of the ICF in addressing functioning, 3) Identify at least two ways to implement the ICF into RT practice.

*Thom Skalko, Ph.D., LRT/CTRS, FDRT, East Carolina University*

**♦ Recreational Therapy Research For Everyone**

This session will provide an overview of evidence-based practice and the need to develop partnerships to conduct research through collaboration with RT's and educators. Learning Objectives: Participants will: 1) Explain the importance of utilizing evidence-based practice for recreational therapy, 2) Identify one way to collaborate with an educator or RT to conduct recreational therapy research or become involved on a recreational therapy research team, 3) Identify one or more ideas for a recreational therapy research study with a specific population.

*Ruthie Kucharewski, Ph.D., CTRS, University of Toledo*

**6:30 OPENING NIGHT SOCIAL**

## THURSDAY, April 14

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

**8:30 – 10:00** **CONCURRENT SESSIONS**

**♦ A Practitioner’s Guidebook To Evidence-Based Practice: The What, When, and Why**

In recent years, recreation therapists have been introduced to “evidence-based practice”, a term commonly used in presentations, publications, and/or conversations involving professional trends and issues, funding requirements, and program justification. However, while the “buzzword” is quickly identified as something that the professional field values, it is possible that due to a lack of education, many recreation therapy professionals do not feel confident in their knowledge and understanding of what evidence-based practice really is. The purpose of this session is to define evidence-based practice, and identify the critical role evidence-based practice should play in our (a) APIE process; (b) decisions regarding client’s treatment plans; and (c) delivery and evaluation of programs and services. Common barriers and facilitators associated with using evidence-based practice in day-to-day programs and services will also be discussed. Learning Objectives: Participants will: 1) Identify at least one strategy in which EBP can be utilized within each stage of the APIE process, 2) Identify two reasons evidence-based practice is important to recreation therapy (as a professional field), 3) Identify two solutions to the barriers faced by recreation therapists’ using evidence-based practice.

*Brandi Crowe, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

*Candy Ashton, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

**♦ Creating Your Therapeutic Go Bag (Part 1 of 2)**

This session is geared towards practitioners in therapeutic recreation, and attendees will be motivated to create their personal intervention go bag. Join us as we walk through different trust building, communication, problem-solving, and team building initiatives you can select and implement in your groups. We will also cover processing skills and processing ideas for each of the initiatives presented. Learning Objectives: Participants will: 1) Implement over 10 different group interventions that can be used to help their clients reach their RT treatment goals, 2) Use processing skills to facilitate transference of learning for the clients, 3) Use the TR process of assessment planning implementation and evaluation to determine appropriate intervention for their clients.

*John Webb, CTRS, TRS, CMHC, University of Utah Neuropsychiatric Institute*

**♦ How Can Recreation Therapists Use Social Intelligence vs. Emotional Intelligence In Practice?**

Participants will learn the difference between Social Intelligence, and Emotional Intelligence as it relates to client care and working in a health care setting. Learning Objectives: Participants will: 1) Identify two ways that Social Intelligence and Emotional Intelligence influence choices in recreation therapy sessions, 2) Identify two recreation examples using social intelligence during a recreation therapy session, 3) State two examples of ways to use Social Intelligence and Emotional Intelligence during recreation therapy treatment/interventions sessions or in social settings, 4) State three reasons why Social Intelligence and Emotional Intelligence are important in recreation therapy practice in health care agencies.

*Michelle Gerken, CTRS, Ph.D., Eastern Kentucky University*

*Anessa Snowden, CTRS, Lexington Parks and Recreation*

**♦ Effects of Computer Technology Use On Older Adults In Long Term Care**

Recreational Therapy students and CTRSs have teamed up with a Medical School to investigate the effect computer technology use by older adults living in a long term care facility has on increasing socialization and improving mental health. It's Never Too Late (IN2L) is the technology being introduced to residents. Development, implementation and results of this 12 week study will be shared. The study is intended to assess the degree to which the IN2L system will improve the resident’s general well-being, social engagement, decrease stress and depression while increasing caregiver’s satisfaction and reduce caregiver strain. Various therapeutic programs available through IN2L will be demonstrated. Learning Objectives: Participants will: 1) Identify a minimum of three therapeutic interventions available for use by recreational therapists through the IN2L computer technology, 2) Describe a minimum of three client outcomes that can be anticipated when using IN2L as a recreational therapy intervention, 3) Identify three assessment instruments that can be used in recreational therapy to assess client’s general well-being, quantity and quality of social engagement and level of depression.

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

*Laura Mock, CTRS, The Hoy Center*

*Christy Kyrus, CTRS, Westminster Canterbury on Chesapeake Bay*

*Tenley Scott, Student, Virginia Wesleyan College*

**10:00 – 10:15 BREAK**

**10:15 – 11:45 CONCURRENT SESSIONS**

**♦ A Practitioner’s Guidebook to Evidence-Based Practice: How to Seek, Find, And Interpret Evidence-Based Practice**

While knowledge of what evidence-based practice is, and how it applies to recreation therapy is important and unquestionably a step in the right direction, the action of finding and applying evidence-based practice is a completely different skill set – one that requires education, training, maintenance, and continued practice. While recent graduates of recreation therapy curriculums may have received basic training in these research-related skills, more seasoned practitioners may have never had an opportunity to obtain and hone these skills. Without these skills, it is impossible for practitioners to effectively and efficiently find and implement evidence-based practice in day-to-day practice. Thus, the purpose of this session is to assist recreation therapists’ in building their research-related skills necessary for the successful seeking, finding, and interpretation of evidence-based practice resources. Learning Objectives: Participants will identify: 1) Three ways to ensure that the EBP recreation therapists have found is credible, trustworthy, and applicable, 2) Three resources in which recreation therapists can seek and find accurate, up-to-date EBP specific to recreation therapy, 3) The two most important sections of a research article to review in order to determine the purpose and potential relevance of the article (as it pertains to the recreation therapist’s population, intervention, and/or setting).

*Candy Ashton, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

*Brandi Crowe, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

**♦ Creating Your Therapeutic Go Bag (Part 2 of 2)**

See Part 1 for description

*John Webb, CTRS, TRS, CMHC, University of Utah Neuropsychiatric Institute*

**♦ The Use Of Music As A Recreational Therapy Intervention For Those With Dementia**

The session will provide background information on dementia and discuss evidence-based practice in the use of music as a modality in recreational therapy. Learning Objectives: Participants will: 1) Identify three positive effects of using music in RT practice for clients with dementia, 2) Provide at least one example of using music as part of RT delivery service, 3) Demonstrate with instruction a musical intervention utilized for RT practice.

*Sarah Davis, CTRS, Sayre Christian Village Healthcare Center*

*Megan Mason, Sayre Christian Village Healthcare Center*

**♦ Building Brain Fitness through Mindfulness Training**

This experiential session will focus on the benefits of utilizing mindfulness practice within the field of recreation therapy. Participants will investigate how to best promote resilience within mental health using contemplative/mind training techniques that strengthen the brain’s attention networks. Learning Objectives: Participants will: 1) Identify three benefits of performing evidence-based RT practice, 2) Identify one evidence based mindfulness intervention to implement within recreation therapy, 3) Identify and cite three evidence based articles on mindfulness pertinent to recreation therapy.

*Hollyann Boyle, CTRS, Medical University of South Carolina Institute of Psychiatry*

**11:45 – 1:20 LUNCH and GENERAL SESSION**

♦**Recreational Therapy: Climbing the Summit from Base Camp to the Peak**

The panel will discuss where recreational therapy has evolved in foundations over the last 40 years and discuss future perspectives to advance the field in today's competitive market. Learning Objectives: Participants will be able to: 1) Describe at least one foundational component of recreational therapy from the perspectives of practitioners and educators in the field with over four decades of experience, 2) List at least one way to get involved in promotion of the field of recreational therapy in their setting, 3) Formulate one current question as to relevant practices and efficacy of recreational therapy.

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

*Gene Hayes, Ph.D., CTRS, FDRT, CBIS*

*Thom Skalko, Ph.D., LRT/CTRS, FDRT, East Carolina University*

**1:30 – 3:00 CONCURRENT SESSIONS**

**♦ A Practitioner’s Guidebook To Evidence-Based Practice: How To Apply Evidence-Based Practice Within The Context Of Population, Setting, And/Or Intervention-Specific Needs**

After obtaining the knowledge and skills necessary for understanding, finding, and interpreting evidence-based practice, practitioners face the task of translating evidence-based practice in to day-to-day programs, services, and client treatment plans. However, the application of evidence-based practice in everyday practice can seem like a daunting task, particularly when trying to configure evidence-based practice within a certain context, within a specific timeline, with limited resources, and/or based on individualized client needs. The purpose of this session is to assist practitioners in bridging the gap between finding evidence-based practice, and utilizing all three components of evidence-based practice (research, clinical expertise, and client preferences) in professional practice. More specifically, this session will focus on navigating the application of evidence-based practice amongst varied populations, interventions, and/or treatment settings. Learning Objectives: Participants will identify: 1) Two strategies recreation therapists can use for finding EBP that is population, intervention, and/or setting-specific, 2) Three best practices for applying and implementing EBP in day-to-day recreation therapy practice, 3) Two approaches recreation therapists can employ when there is no known EBP available specific to a population, treatment, and/or setting.

*Brandi Crowe, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

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

*Spensir Mowery, MS,CTRS, Clemson University*

**♦ Maslow’s Hierarchy Of Needs’ Concept – A Recreational Therapy Guide To Assessing Motivational Levels Of Residents With Dementia Living In LTC Settings**

Recreational Therapists working with residents that have dementia will be able to apply Maslow’s Hierarchy of Needs as a therapist’s guide in providing successful therapeutic interventions. The model’s five levels of needs will be discussed and each one evaluated to identify how this unmet need greatly impacts the resident’s outcome for success. Mini videos and still photos will be showcased as examples of successful therapist interventions fulfilling the needs of a variety of residents in the LTC setting. Learning Objectives: Participants will: 1) Identify at least three needs of Maslow’s Hierarchy of Needs Model as a recreational therapy guide in assessing motivational levels for residents with dementia in LTC settings, 2) Learn how to adapt their intervention for residents with dementia (living in LTC settings) utilizing Maslow’s Hierarchy of Needs concept, 3) Provide an example of successful recreational therapy interventions in daily RT service to the dementia population, utilizing the concept of Maslow’s Hierarchy of Needs.

*Sheri Bankston, CTRS, Specialization in Geriatrics, Quality of Life Consultation Services*

**♦ Using Improv Comedy And Its Underlying Concepts As A Treatment Modality In Recreational Therapy**

This session will focus on the benefits of using improv games, skills and underlying concepts within the practice of RT. The session will educate participants in a sample of improv games as a means to demonstrate the underlying principles and their therapeutic benefits to specific populations. The session will also include the benefits of improv as a training tool to allied treatment team members and families of persons diagnosed with a mild or major neurocognitive disorder (formerly called dementia). Learning Objectives: Participants will identify three: 1) Benefits of using improv therapy as a RT intervention, 2) RT practice settings that clients or staff may benefit from improv therapy as a modality, 3) RT modalities / interventions that improv therapy would qualify (ex: leisure/skill education, assertiveness training, stress management, social skills and community reintegration.

*Laurence Evans, CTRS, Gatlinburg Community Center*

♦**Becoming Clinical Instructors For Recreational Therapy Not Just Internship Supervisors**

This session will provide foundational knowledge for recreational therapists in generating dynamic student internship programs. This includes identifying the roles, qualifications, and expectations of clinical instructors through review of NCTRC, ATRA, and the CARTE standards. Discussions will focus on the current practice of TR/RT through acknowledging teaching/learning styles, the purpose for clinical education experiences, and expectations we [as practitioners] should value for the advancement of the profession. Learning Objectives: Participants will: 1) Describe at least two standards, set by national organizations, for clinical instructors and educational sites that may affect the responsibilities and qualification for TR/RT clinical instructors, 2) Define at least three different learning styles and the challenges clinical instructors might face in developing effective teaching skills to better instruct students during their RT internship placement, 3) Describe at least two differences between providing quality RT and inadequate RT clinical instruction.

*Cliff Burnham, CTRS, Cumberland Hall Hospital*

**3:00 – 3:15 BREAK**

# 3:15 – 4:45 CONCURRENT SESSIONS

**♦ A Practitioner’s Guidebook to Evidence-Based Practice: Establishing Networks For Identifying, Sharing, And Utilizing Up-To-Date Evidence-Based Practice**

As discussed in A Practitioner’s Guidebook to Evidence-Based Practice Part II, the skills necessary for successful implementation of evidence-based practice require maintenance and continued practice. In addition to continuing education opportunities, it is vital that recreation therapists’ hold one another accountable for continuously striving to utilize evidence-based practice for the benefit of the clients that we serve, the services we provide, and the advancement of our profession. The purpose of this session is to develop innovative strategies for sustaining education and training specific to evidence-based practice, and for improving the quantity and quality of evidence-based practice that is recreation therapy-specific. Learning Objectives: Participants will: 1) Identify two ways in which recreation therapists can increase management/administration and colleague support for the use of EBP in day-to-day programs and services, 2) Identify two ways in which recreation therapists can capture data to support that the interventions they are already implementing are of value to the population served and facilitate client’s achieving treatment goals, 3) Identify three strategies for maintaining contact with other recreation therapists, for the purpose of staying up-to-date on EBP, holding colleagues accountable, and sharing EBP resources.

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

*Brandi Crowe, Ph.D., LRT/CTRS, University of North Carolina Wilmington*

**♦ Lasting Impressions: Effective Strategies To Secure A RT Position**

Often students and practitioners feel confident in their professional competencies as they attempt to secure a position in recreational therapy but neglect to recognize the importance of marketing their skill set to a perspective internship supervisor or employer. This session will stress the importance of the cover letter, resume, portfolio, interview and follow-up process in obtaining the desired position. Practical tips will be shared on initiating the internship or job search and on proven business guidelines to make a lasting impression. Learning Objectives: Participants will: 1) Utilize tools provided to search and identify potential internship and employer sites for a RT position, 2) Prepare and submit an effective cover letter, resume and portfolio for a RT position, 3) Prepare for a RT position interview and identify follow-up techniques to employ post interview

*Pamela Adams Wilson, MS,LRT/CTRS,FDRT, Wake Forest University Baptist Medical Center*

**♦ Evidence-Based Interventions & Needs For The Aging Population: Applications For Recreational Therapy**

This session discuss trends and current needs in the aging population. Current research and evidence-based interventions will be introduced as they relate to these needs and implications for facilitating these interventions with older adults will be examined relating to the practice of RT. Participants will engage in a dialog about ways recreational therapists can incorporate these, and other evidence-based interventions, to improve the health and wellbeing of the aging clients we serve. Learning Objectives: Participants will: 1) Identify three current trends and/or needs in the aging population that RTs can address, 2) Describe how evidence-based interventions can be facilitated by RTs to address the needs of older adults, 3) Name an online resource that can be used to identify evidence-based interventions appropriate for RTs working with aging individuals.

*Megan Janke, Ph.D., LRT/CTRS, East Carolina University*

**♦ Integrating Recreational And Dialectical Behavior Therapy Via Experiential Activities: Applications For Recreational Therapy Practice**

This session will engage participants in understanding the fundamentals of Dialectical Behavior Therapy and highlight the concepts that can be integrated into recreational therapy services. Specifically, the DBT areas of Core Mindfulness, Distress Tolerance, and Interpersonal Effectiveness will be explored with each participant engaging in an experiential task in the cited areas. Time will be allotted for processing, and participants will leave with informational products that include sample therapeutic activities. Learning Objectives: Participants will: 1) Identify three key components of Dialectical Behavior Therapy and how they can be applied to recreational therapy services, 2) Cite three clinical sub-groups served by recreational therapy that may benefit from DBT, 3) Use materials provided to create a recreational therapy activity plan based on at least one of the DBT areas discussed.

*Erin Smullen, MAT, CTRS Laurel Heights Hospital Academy*

*Brian Pritchard, CTRS, Hillside, Inc.*

FRIDAY, April 15

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

# 8:30 -10:00 CONCURRENT SESSIONS

**♦ Understanding Compassion Fatigue in Recreational Therapy**

During this session, research pertaining to compassion fatigue will be examined along with the implications to recreational therapy. Practitioners will have the opportunity to evaluate their own level of compassion fatigue and discuss ways to avert it with treatment team members. Future research related to compassion fatigue and recreational therapy will be addressed. Learning Objectives: Participants will: 1) Name three symptoms of compassion fatigue in RT professionals, 2) Name one implication of their ProQOL score to their practice as a RT, 3) Identify at least one practical strategy, specific to their area of RT practice, to avert compassion fatigue.

*Angela Wozencroft, Ph.D., CTRS, University of Tennessee, Knoxville*

*Steve Waller, Ph.D., D. Min., CSPC, Westminster Canterbury on Chesapeake Bay*

**♦ Recreational Therapy/Tai Chi Ch'uan Makes A Great Treatment Modality - Part 1 of 2**

This 2 session track will help participants learn about the knowledge, skills, and abilities that are needed to deliver tai chi as a treatment modality. We will discuss the dynamic triangle, recreational therapist-tai chi teacher, and most importantly how the client can play a role in helping improve quality of life. These points will be discussed and we'll see if it's possible for the recreational therapist to play two roles. The participant will learn what knowledge, skills and abilities are needed to deliver tai chi as a treatment modality. Learning Objectives: Participants will: 1) Address at least one component of the knowledge skill and abilities needed to use tai chi as a treatment modality, 2) Demonstrate 5 tai chi moves with the ability to explain to the client(s) the internal applications, 3) Demonstrate, teach and explain two qigong exercises.

*Master Larry Y. Brown, M.S., CTRS , University of Tennessee, Knoxville*

**♦ Effective Preparation And Tools For Mental Health Practice**

By the end of this presentation, participants will be able to describe evidence based research concepts and theories for working with the mental health population that would have the most beneficial results for the patient's quality of life. Learning Objectives: Participants will identify three: 1) Evidence based modalities that are population appropriate to implement in practice for positive results when practicing recreational therapy, 2) Concepts to better prepare themselves when practicing recreational therapy, 3) Concepts to better prepare students for their professional career when practicing recreational therapy.

*Jake Smith, CTRS, Aurora Pavilion at Aiken Regional Medical Centers*

*Shannon O’Rawe, LRT/CTRS, Tennessee Valley Healthcare System VA Hospital*

♦**Clinical Benefits Of RT: Trauma Reactive Youth, Sexually Aggressive Youth, And Commercially Sexually Exploited Children**

This session will look at three distinct populations within the mental health system and show a direct link regarding how recreational therapy groups support the evidenced based clinical approaches of Cognitive Behavioral Therapy, Trauma Focused Cognitive Behavioral Therapy, Good Lives Model and Dialectical Behavior Therapy. Learning Objectives: Participants will: 1) State three ways how recreational therapy helps improve psychosocial status, 2) Describe the clinical benefits of using RT with trauma reactive sexually aggressive youth and commercially sexually exploited children, 3) Identify four evidenced based approaches used with these populations and how RT is directly linked.

*Dolly Williams, LRT/CTRS, LPC/NCC,* *New Hope Carolinas*

# 10:00 – 10:15 BREAK

# 10:15-11:45 CONCURRENT SESSIONS

**♦ Marijuana, Taboo Or Therapeutic? An Evidence-Based Approach To Everything A Practicing CTRS Needs To Know**

Using an evidenced-based approach this session will analyze how the current legal status of marijuana, medicinal and recreational, may impact TR practice. A systematic review of the literature will be conducted and presented to reveal the current legal, clinical and recreational impact legalization of marijuana will have both for people with disabling conditions and the TR profession. Participants will explore societal attitudes as well as their own professional/personal attitudes towards marijuana use and discuss how this may impact programming, and recreation participation of individuals with disabling conditions. Learning Objectives: Participants will be able to: 1) Discuss the most current state and federal laws for marijuana use and at least two impacts these laws may have on recreational therapy services, 2) Identify at least one fact of the most recent clinical data regarding the use of cannabis/marijuana in treatment for people with disabling conditions, 3) Discuss information on the (a) ethics of marijuana use, (b) societal and professional attitudes towards marijuana use and (c) the development of recommendations/considerations for recreational therapy practice and the impact of this trend for individuals with disabling conditions.

*Kirstin Whitely, MA, CTRS, Longwood University*

**♦ Recreational Therapy/Tai Chi Ch'uan Makes A Great Treatment Modality - Part 2 of 2**

See Part 1 for description

*Master Larry Y. Brown, M.S., CTRS , University of Tennessee, Knoxville*

**♦ RT Implementation: Engaging Clients In Treatment**

This presentation will give attendees survey outcomes gathered from clinicians and clients in regards to engaging clients in treatment. Attendees will also receive specific intervention ideas and resources. Learning Objectives: Participants will be able to: 1) Name five or more specific reasons for possible client resistance, 2) Identify ten or more specific interventions to increase client engagement, 3) Identify three sources for further information.

*John Webb, CTRS, TRS, CMHC, University of Utah Neuropsychiatric Institute, Salt Lake City,*

**♦ ATRA – Moving Recreational Therapy Forward Toward the Future**

Within the profession of Recreational Therapy, the American Therapeutic Recreation Association is the only professional organization supporting the issues pertinent to ALL recreational therapists. This session will describe current trends within the field of recreational therapy and how ATRA is uniquely positioned to aid recreational therapists as they encounter and wrestle with these different professional issues. Particular attention will be given to current legislation relevant to recreational therapy and how recreational therapists can support this vital work. Finally, this session will highlight several reasons how all recreational therapists benefit when we all support a single mission in the advancement of our profession. Learning Objectives: Participants will be able to verbally identify: 1) At least three of the current trends within the field of recreational therapy, 2) How recreational therapy is central to the mission and vision of ATRA, 3) One reason why recreational therapists should join ATRA.

*Brent Wolfe, CTRS, PhD, Georgia Southern University*

# 11:45 – 12:00 BREAK

# 12:00-1:00 GENERAL SESSION

# ♦ HR 1906: “Access to Inpatient Rehabilitation Therapy Act of 2015” - A Call for Advocacy

This will be, in part, a hands-on working session to introduce the “Access to Inpatient Rehabilitation Therapy Act of 2015” and the role of the practitioner in influencing public policy. Please bring a tablet or laptop (if available). Historical perspectives of the public policy for the profession and action steps that individuals can take will be discussed. The session will engage the recreational therapy practitioner in practical action steps to affect public policy. Learning Objectives: Participants will: 1) Describe the intent of the *Access to Inpatient Rehabilitation* *Therapy Act of 2015*, 2) Identify at least three initiatives the RT profession has taken to influence public policy, 3) List two ways to identify their elected officials

*Thom Skalko, Ph.D., LRT/CTRS, FDRT, East Carolina University*

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

# 1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES