*CEU pre-approval is in process. ATRA and NCTRC cannot guarantee that*

*this continuing education opportunity will be granted CEUs.*

SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM



***Up Your Game: Applying Evidence-Based***

***Practice Across The Settings***

**April 12-14, 2017**

**Hilton Savannah Desoto**

**Savannah, Georgia**

AGENDA

## WEDNESDAY, April 12

# 9:00 - 12:45 REGISTRATION

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

♦**Why All The Fuss Over Evidence-Based Practice in Recreational Therapy? (K1) Cumberland Room**

What is evidence based practice (EBP) and why is it so important to recreational therapists? Consumers have the need for and right to receive services that have been proven to be effective through a combination of research and clinical experience. This session will look at where we’ve been and where we need to go in the provision of services. Examples of EBP research, current practices based on research, and strategies to implement EBP into your recreational therapy program will be discussed. Learning Objectives: Participants will be able to: 1) Name three benefits of performing evidence-based recreational therapy practice, 2) Provide one example of using evidence-based practice in the delivery of recreational therapy services, 3) List one strategy to implement/expand evidence-based practice in the delivery of recreational therapy services.

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

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

# 2:45 - 4:15 CONCURRENT SESSIONS

**♦Bridging The Gap Between Inpatient And Outpatient Recreational Therapy In Health Systems (A1) Ossabaw Room**

This session focuses on the integration of inpatient and outpatient recreational therapy into your health care system. Brooks Rehabilitation will education recreational therapists on how to overcome barriers and access facilitators to be able to link inpatient and outpatient settings. Strategies will be analyzed to connect these settings into a single working system. Participants will identify how to do this based on populations within your facility. This session will offer detail on how this integration can be beneficial to not only your recreational therapy department but your health care system as a whole. Learning Objectives: Participants will be able to: 1) Identify at least one strategy to link inpatient and outpatient recreational therapy, 2) Identify at least three barriers and three facilitators to connecting inpatient and outpatient recreational therapy, 3) Identify three benefits of health system integrated recreational therapy.

*Cara Stewart, CTRS, Brooks Rehabilitation Hospital*

*Marc Zaremski, MS,CTRS, Brooks Rehabilitation Hospital*

*Denitria Pollard, CTRS, Brooks Rehabilitation Hospital*

*Jessica Gero, CTRS, Brooks Rehabilitation Hospital*

# ♦ Understanding Animal Assisted Therapy And It’s Use In Recreational Therapy (A2) Cumberland Room

Similar to recreational therapy, the term Animal Assisted Therapy (AAT) is often misunderstood as a diversional and fun activity; however, it is a unique treatment approach that delivers functional outcomes for clients on their road to recovery. The purpose of this session is to guide students and practitioners interested in starting an AAT program including resources, client selection, and utilization of the APIE process. Discussion will focus on the benefits, evidence based programming, facilitation techniques and functional outcomes of AAT in multiple domains. Participants will also gain a better understanding of the role recreational therapists can play in providing AAT as well as subsequent marketing and advocacy opportunities. Learning Objectives: Participants will be able to: 1) Identify at least three AAT skill sets within each functional domain of recreational therapy (i.e. physical, cognitive, social, emotional), 2) Articulate how recreational therapists can utilize the APIE process in the application of AAT, 3) Identify recreational therapy marketing and advocacy strategies for AAT programming.

*Laura Kelly, MS, CTRS, ManorCare Skilled Nursing and Rehabilitation Center*

*Christina Moran, CTRS, ManorCare Skilled Nursing and Rehabilitation Center*

**♦Recreational Therapy Treatment For Individuals With Obesity: Assessment, Treatment Interventions, And Utilization Of ICF Codes (A3) Sapelo Room**

This session will explore current information related to the diagnosis, assessment, recreational therapy treatment interventions, and application of ICF codes for obese clients. Learning Objectives: Participants will be able to: 1) Conduct a recreational therapy related assessment for clients with obesity, 2) Identify a minimum of two recreational therapy treatment goals for clients with obesity based on assessment outcomes, 3) Identify at least two recreational therapy interventions and related ICF codes for clients with obesity.

*Janet Albers, Ph.D., LRT/ CTRS, University of Mount Olive*

♦**Mindfulness Meditation And Yoga: The New Recreational Therapy For Everyday Living (A4) Pulaski Room**

Yoga, meditation, and mindfulness training have become popular practices as therapeutic interventions. This session will explore current trends and evidenced-based research which supports the use of yoga, mindfulness training, and meditation in a recreational therapy setting. Experiential exercises will provide opportunity to experience the benefits of applying yoga postures, meditation, and mindfulness training. Evidenced-based research and current references which support knowledge, understanding, and application of these modalities will be presented. Learning Objectives: Participants will be able to: 1) Identify at least three benefits for each of the strategies of yoga, mindfulness, and meditation for patients in a recreational therapy setting, 2) Identify at least two program considerations and adaptations for two select populations and age groups in a recreational therapy setting, 3) Identify at least three research supported outcomes of yoga, mindfulness, and meditation in a recreational therapy setting.

*Sue Fazio, MS, CTRS, LMT, RYT, PFT, Wolfson Children’s Hospital/Baptist Health*

**4:15 – 4:30 BREAK**

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

**♦Recreational Therapy: Are You Doing Your Part In Home Accessibility? (B1) Ossabaw Room**

In an instant, anyone may suffer a disabling condition that requires them to change their home environment for accessibility for many things that will impact their functioning in daily living. Are you covering these issues with your patient/client? Are you knowledgeable in providing advice to a person with a new disability offering the right information at a reasonable cost to make their home accessible for living? Are you in the conversation with peers in the rehab team as to providing input in this realm of treatment? This session will address why the recreational therapist is a key member of home assessment and what are considerations to take into account for providing advice for accessibility. Learning Objectives: Participants will be able to: 1) Provide the rationale for the recreational therapist to provide education on accessibility issues within the community setting, 2) Differentiate between what is necessary and unnecessary home modifications to make an environment conducive to living for someone with a mobility impairment, 3) Define the concept of the footprint of a wheelchair and its impact on modifications to a home for access.

*Al Kaye, MS, CTRS, CBIS, Fort Sanders Regional Medical Center – Patricia Neal Rehabilitation Center*

# ♦ If Words Are Not Enough: Engaging Persons Living With Dementia In Recreational Therapy Programs (B2) Cumberland Room *Ann James 2016 Award Presentation*

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 to help the CTRS coach other care staff. Learning Objectives: Participants will be able to: 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, LRT/CTRS, CDP, Enlivant Senior Living*

**♦Fostering Self-Determination Through A Recreational Therapy Gardening Work Program For Youth Within A Behavioral Health Setting (B3) Sapelo Room**

This session will review how to use client driven work/volunteer programs as an aspect of self-determination and treatment outcomes. Participants will be introduced to a work model program themed around gardening whereby clients focus on distinct treatment goals (e.g., goal planning, time management, task completion, etc.) through agency work programs and recreational therapy gardening groups as an intervention strategy. Learning Objectives: Participants will be able to: 1) Identify two different protocols within a recreational therapy garden work program that lend themselves to addressing the functional needs of clients in a behavioral health setting, 2) Identify five specific steps from an administrative standpoint which are vital to the overall success of establishing and maintaining a successful recreational therapy based volunteer or work program for clients, 3) List and identify at least three instrumental outcomes achieved by the clients through the recreational therapy work program intervention.

*Sandra Rangel, MS, CTRS, Coastal Harbor Health System*

**♦Hand Drumming As A Recreational Therapy Intervention For Diverse Populations (B4) Pulaski Room**

This session will introduce participants to basic hand drumming techniques and select activities to use in recreational therapy interventions. This session will assist participants in selecting interventions and protocols that help achieve patient outcomes. Learning Objectives: Participants will be able to: 1) Identify at least three different strikes for hand drums and their application in recreational therapy interventions, 2) List two measurable goals for clients in a drum circle to use in recreational therapy interventions, 3) Identify two drumming activities to use as recreational therapy interventions.

*John Rhodes, MS, LRT/CTRS, Cherry Hospital*

**6:30 OPENING NIGHT SOCIAL - Hors d’oeuvres and Symposium Social – 15th Floor Harborview Room**

## THURSDAY, April 13

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

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

**♦The Dementia Practice Guideline For Recreational Therapy: Treatment Of Behavioral And Psychosocial Symptoms Of Dementia (Part 1 of 4) (CT1-A) Ossabaw Room**

This four-part session will provide information regarding dementia types, determine the best intervention to try, and discuss three theories that apply to the process. Several assessments are reviewed and the selection of interventions based on the behavior and the cognitive level of the client will be discussed. Documenting the intervention and client goals and results are reviewed and over 60 protocols are included As all other health professions utilize evidence-based practice, the use of evidence by RT justifies the use of RT as a vital service. Learning Objectives: Participants will be able to: 1) Explain three evidence based outcomes of recreational therapy interventions for clients with dementia, 2) Select at least one assessment and five recreational therapy intervention methods based on needs of the client receiving neuropsychiatric treatment, 3) Explain the purpose and outcomes of recreational therapy interventions for clients with dementia and neuropsychiatric behaviors.

*Suzanne Fitzsimmons, MSN, GNP, ARNP, University of Southern Main, University of North Carolina at Greensboro, Florida International University*

**♦Me, Myself And I (C1) Cumberland Room**

This session will provide foundational knowledge related to the concepts of self-management, self-care, and self-regulation of health. How clients self-manage their chronic conditions and the effects that self-management has on their treatment and health outcomes will be discussed. Current research and self-management interventions that are relevant to recreational therapy practice will be introduced. Participants will engage in a discussion about ways that recreational therapists can incorporate these and other self-management techniques into RT interventions and services to improve the health and wellbeing of the clients served. Learning Objectives: Participants will be able to: 1) Define the terms self-management and self-regulation as they relate to recreational therapy practice, 2) Describe the effects that self-management strategies have on clients’ treatment and health outcomes in recreational therapy, 3) Name two self-management techniques that are relevant to recreational therapy practice.

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

**♦ Huntington’s Disease: An Evidence-Based Approach To Recreational Therapy Intervention (C2) Sapelo Room**

Huntington’s Disease is arguably one of the most devastating disorders one could be diagnosed. Due to the hereditary, progressive and volatile nature of the disease; individuals who have Huntington’s often live on the fringes of society isolated and disconnected. In this session a Longwood University student will share her experiences and knowledge gained during her internship in a Huntington’s Disease program. As part of the evidence-based process, a review of the literature will be presented and attendees will participate in a discussion forum identifying the role of recreational therapy in working with those with Huntington’s, as well as what interventions may be tailored to help them reconnect. Learning Objectives: Participants will be able to: 1) Identify etiology, progression and morbidity rate of individuals with Huntington’s disease, 2) Identify at least three new RT intervention strategies for service delivery, 3) Identify at least two areas in which there is need for ongoing research, practice and investigation in the field of RT.

*Kirstin Whitely, MA, CTRS, Longwood University*

*Katherine Piekarski, Longwood University*

**♦Recreational Therapy: Understanding our Role In The Inpatient Psychiatric Facility (Part 1 of 2) (C3) Pulaski Room**

This session will heighten awareness of self as a recreational therapist working in the mental health arena. The presenter will demonstrate and discuss the importance of the therapist’s role as an integrated part of the recovery process for a person living with a mental illness. The participants will engage in and document mock assessments, participate in planned activities, and evaluate the potential outcomes and benefits of the activities. Learning Objectives: Participants will be able to: 1) Identify at least two advanced RT treatment modalities and assessment tools practiced by a recreational therapist in the IPF, 2) Identify two approaches to improving self-awareness and self-perception when utilizing evidence-based practices with persons learning to live in recovery, 3) Demonstrate understanding of how RT group processes can be therapeutically incorporated in the recovery of persons living with a mental illness.

*Markeeta Wilkerson, MS,CTRS, Western State Hospital*

**10:00 – 10:15 BREAK**

**10:15 – 11:45 CONCURRENT SESSIONS**

**♦ The Dementia Practice Guideline For Recreational Therapy: Treatment Of Behavioral And Psychosocial Symptoms Of Dementia (Part 2 of 4) (CT2-B) Ossabaw Room**

See description of (CT1-A)

*Suzanne Fitzsimmons, MSN, GNP, ARNP, University of Southern Main, University of North Carolina at Greensboro, Florida International University*

**♦Why Fun Is Good For You: Positive Emotion As A Recreational Therapy Outcome (D1) Cumberland Room**

Recreational Therapy is often pleasurable in experience, yet pleasure is rarely considered as an outcome. This session presents positive emotion in function and strategies for measuring it as an outcome. Learning Objectives: Participants will be able to: 1) State the value of negative and positive emotion in human function, 2) Explain concepts of broadening and building as functions of positive emotion, 3) Identify at least one method for measuring positive emotion.

*Bryan McCormick, Ph.D., CTRS, FDRT, Indiana University*

**♦ NCTRC Certification Process (D2) Sapelo Room**

This session provides an in depth coverage of the NCTRC Certification Standards. It will include the requirements for application, application process, exam information, and requirements to maintain your certification. Learning Objectives: Participants will be able to: 1) Describe the NCTRC Certification Standards, 2) Describe the application process for professional eligibility, 3) Demonstrate awareness of the NCTRC exam.

*Robin McNeal, CTRS, NCTRC*

*Anne Richard, CTRS, NCTRC*

**♦ Recreational Therapy: Understanding our Role In The Inpatient Psychiatric Facility (Part 2 of 2) (D3) Pulaski Room**

See description of C3

*Markeeta Wilkerson, MS,CTRS, Western State Hospital*

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

♦**Fitting The Pieces Together To Represent The Profession: Your Chance To Ask The Hard Questions (K2) Cumberland Room**

This session will be a panel discussion with audience questions and answers from leading experts in the recreational therapy field. Topics addressed will be credentialing, academic accreditation and professional organization initiatives. Learning Objectives: Participants will be able to: 1) Identify two functions of the following: credentialing, accreditation and professional membership, 2) List at least one way to get involved in the promotion of the field of recreational therapy, 3) Formulate one current question relevant to advancing the profession of recreational therapy.

*Bryan McCormick, Ph.D., CTRS, FDRT, Indiana University*

*Anne Richard, CTRS, NCTRC*

*Brent Wolfe, Ph.D., CTRS, Georgia Southern University*

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

**1:30 – 3:00 CONCURRENT SESSIONS**

**♦ The Dementia Practice Guideline For Recreational Therapy: Treatment Of Behavioral And Psychosocial Symptoms Of Dementia (Part 3 of 4) (CT2-C) Ossabaw Room**

See description of (CT1-A)

*Suzanne Fitzsimmons, MSN, GNP, ARNP, University of Southern Main, University of North Carolina at Greensboro, Florida International University*

**♦Utilizing Geocaching As A Recreational Therapy Intervention For Persons With Acquired Brain Injuries And Other Disabling Conditions (Part 1 of 2) (E1) Cumberland Room**

Geocaching is a worldwide scavenger hunt utilizing a GPSr (Global Positioning System receiver) or with a smartphone! Geocaching can be used as a recreational therapy intervention for people with acquired brain injuries and other disabling conditions. Recreational therapy goals that geocaching may address fall within the physical, cognitive and social domains. This session will provide attendees: foundational knowledge, characteristics and challenges related to brain injury; an introduction to geocaching and how to implement it within recreational therapy settings. Learning Objectives: Participants will be able to: 1) Identify three or more characteristics common to people with acquired brain injuries in an outpatient recreational therapy setting, 2) Identify three or more recreational therapy goals which geocaching may help to address, 3) Identify three technology resources available for participation in geocaching, 4) Identify three or more recreational therapy settings in which geocaching may be utilized.

*Susie Montgomery, MS, CTRS, University of South Alabama*

**♦NCTRC Recertification And Specialty Certification Overview (E2) Sapelo Room**

This session provides an in depth coverage of recertification standards and requirements. Continuing education and professional experience will be described in detail. This session will also review the NCTRC Specialty Certification Program that was developed to formally recognize CTRS’s who have acquired advanced knowledge and experience in specific practice settings. Learning Objectives: Participants will be able to: 1) Describe the NCTRC CTRS recertification standards including the two components, interpretive guidelines and necessary hours required for certification, 2) Describe the purpose of the Specialty Certification Program, including the entry qualifications and application process, 3) Describe the recertification requirements of the Specialty Certification program as related to the existing NCTRC Recertification Program.

*Robin McNeal, CTRS, NCTRC*

*Anne Richard, CTRS, NCTRC*

**♦Brain Games: Using Evidence-Based Cognitive Interventions In The Recreational Therapy Field (E3) Pulaski Room**

Improving mental fitness using brain games such as Lumosity has become increasingly popular in today’s world. This session will provide current, evidence-based research related to this type of cognitive intervention in recreational therapy. Participants will learn about the effectiveness of these evolving technologies, the benefits and contraindications, and the settings in which they are appropriate. The presenter will discuss the implementation strategies for using brain games as cognitive interventions in various recreational therapy applications. Learning Objectives: Participants will be able to: 1) Identify two evidence-based cognitive interventions that can be used in recreational therapy services, 2) Identify two benefits of using evidence-based cognitive interventions in recreational therapy practice, 3) Identify two settings that would benefit from the use of evidence-based cognitive interventions.

*Jennifer Zumwalde, LRT/CTRS, Novant Health Rowan Medical Center*

**3:00 – 3:15 BREAK**

# 3:15 – 4:45 CONCURRENT SESSIONS

♦ **The Dementia Practice Guideline For Recreational Therapy: Treatment Of Behavioral And Psychosocial Symptoms Of Dementia (Part 4 of 4) (CT2-C) Ossabaw Room**

See description of (CT1-A)

*Suzanne Fitzsimmons, MSN, GNP, ARNP, University of Southern Main, University of North Carolina at Greensboro, Florida International University*

**♦ Utilizing Geocaching As A Recreational Therapy Intervention For Persons With Acquired Brain Injuries And Other Disabling Conditions (Part 2 of 2) (F1) Cumberland Room**

See session description of E1

*Susie Montgomery, MS, CTRS, University of South Alabama*

**♦ Working With Self Harm And Suicidal Youth: Recreational Therapy Practice Implications And Interventions (F2) Sapelo Room**

Recreational therapists working with children and adolescents in behavioral health facilities are experiencing increased volumes of patients who are presenting with self-harm and suicidal ideation. This session will explore the myths, statistics and origins regarding each of these behaviors along with evidence based treatment options and recreational therapy interventions. Participants will be provided with resources to utilize in treatment sessions and in preparing the patient for a successful transition home. Learning Objectives: Participants will be able to: 1) Identify the unique characteristics of self-harm and suicidal ideation diagnoses in order to distinguish appropriate RT interventions for patients, 2) Identify a minimum of three appropriate RT interventions to implement for patients who are presenting with self-harm and suicidal ideation, 3) Create a tool box of resources to utilize in RT treatment sessions and for patient discharge education.

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

**♦Application Of Tai Chi As A Treatment Modality For The Recreational Therapist** **(F3) Pulaski Room**

This session will provide knowledge of Tai Chi and its’ application in the field of recreational therapy. Participants will learn the history and practice of Tai Chi, the benefits of said practice among multiple populations and diagnostic groupings, and how it may be adapted for practice within those groups. Participants will take away knowledge of how to create their own Tai Chi program and conceptualize teaching an art that is internal. During the session, participants will demonstrate five Tai Chi moves and be able to name four out of the six principles of Tai Chi. Learning Objectives: Participants will be able to: 1) Define Tai Chi and how this art can enhance quality of life concepts used in recreational therapy, 2) Identify three of the five internal applications discussed that would be used in a recreational therapy Tai Chi session, 3) Identify three potential benefits of Tai Chi as a recreational therapy strategy.

*Larry Brown, MS, CTRS, Master Certification Tai Chi, University of Tennessee*

*Corey Cantrell, University of Tennessee*

**Dinner on your own!**

FRIDAY, April 14

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

# 8:30 -10:00 CONCURRENT SESSIONS

# ♦Perceived Benefits Of Recreational Therapy Camps For Individuals With Disabling Conditions (G1) Ossabaw Room

During this session, participants will have the opportunity to connect with other professionals regarding how community RT practice is implemented and the benefits derived from such programs. Specific research studies highlighting participants’ perceived benefits in two community RT camping programswill be presented. Practical implications of this research will be addressed. Learning Objectives: Participants will be able to: 1) Identify at least three benefits of a community recreational therapy program, 2) Communicate with at least one other professional in the field about current community recreational therapy practices, 3) Reference one research study related to community recreational therapy programs.

*Ashlee Thompson, MS, CTRS, University of Tennessee*

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

**♦Recreational Therapy Interventions And The Human Stress Response: Case Studies And Solutions (G2) Cumberland Room**

This session will present three case examples of the human stress response in recreational therapy clients and provide demonstrations of interventions that will help recreational therapy clients learn to control their physiological stress. Learning Objectives: Participants will be able to: 1) Describe the physiological human stress response in recreational therapy clients, 2) Identify specific stressors and complications of stressors for three populations served by recreational therapy practitioners, 3) Demonstrate three stress management techniques that can be used by recreational therapy practitioners to help clients.

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

*Matthew Fish, Ph.D., LRT/CTRS, East Carolina University*

**♦How To Create Your Dream Job As A Recreational Therapist Working With Older Adults (G3) Sapelo Room**

Skilled Nursing Facilities (SNFs) including long term care and short term rehabilitation units have been identified as one of the largest practice settings for recreational therapists. A common misuse of recreational therapists in these settings is placing them in activity director positions. Consequently, this professional trend significantly impacts on the future advancement of the RT profession. The purpose of this session is to assist students and practitioners in the “how to” of converting traditional activity programs into physician referred recreational therapy services in SNF’s. Topics of discussion will include: thesis findings (administrative perspectives on RT), current professional issues that challenge the advancement of the RT profession, financial selling points, marketing strategies, and steps to consider when starting a RT program. Learning Objectives: Participants will be able to: 1) Describe in the difference between activities and recreational therapy services, 2) Identify at least two financial incentives to discuss with administration concerning recreational therapy programs, 3) Identify at least two marketing strategies for recreational therapy programs to discuss with interdisciplinary members.

*Laura Kelly, MS, CTRS, ManorCare Skilled Nursing and Rehabilitation Center*

**♦Peace Love: Implementing Expressive Arts In Recreational Therapy Practice (G4) Pulaski Room**

This session will connect the importance of self-expression in RT practice and the potential for expressive arts as a modality/intervention for practice. Learning Objectives: Participants will be able to: 1) Identify one benefit of implementing an expressive arts component into their recreational therapy practice, 2) Successfully navigate and complete the application process for the Peace Love program in their recreational therapy practice, 3) Differentiate between expressive arts and art therapy in order to apply this intervention within the scope of recreational therapy practice.

*Taylor Hooker, CTRS, Clemson University*

# 10:00 – 10:15 BREAK

# 10:15-11:45 CONCURRENT SESSIONS

**♦Empowering Recreational Therapists (H1) Ossabaw Room**

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 issues within the field of recreational therapy and how ATRA is advocating for 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 why all recreational therapists benefit when we all support a single mission the advancement of our profession. Learning Objectives: Participants will be able to: 1) Verbally identify at least three of the current issues ATRA is addressing with the field of recreational therapy, 2) Verbally identify how recreational therapy is central to the mission and vision of ATRA, 3) Verbally identify one reason why recreational therapists should join ATRA.

*Brent Wolfe, Ph.D., CTRS, Georgia Southern University*

**♦Kids In The Kitchen: Cooking In Recreational Therapy (H2) Cumberland Room**

During this session presenters will introduce cooking strategies/techniques, safety considerations, and the implementation of cooking as a recreational therapy intervention for patients in the mental health setting. Learning Objectives: Participants will be able to: 1) Identify at least three benefits of cooking as a modality in RT, 2) Identify at least three safety considerations when using cooking as a RT intervention, 3) Identify at least three RT cooking strategies to utilize with patients in a behavioral health setting.

*Lauren Cox, CTRS, Coastal Harbor Health System*

*Shanequa Hunter, CTRS, Coastal Harbor Health System*

**♦ Wheelchair Curling For the Adaptive Sports Community And Recreational Therapy’s Role (H3) Sapelo Room**

This session will provide a comprehensive introduction to the sport of wheelchair curling. It will provide recreational therapy practitioners and students fundamental knowledge on the sport, as well as its appropriate application in daily RT practice. The session will highlight benefits of participation, barriers and adaptations to ensure safe and appropriate participation from populations served. Learning Objectives: Participants will be able to: 1) Demonstrate understanding of wheelchair curling and identify three strategies to implement a wheelchair curling program, 2) Identify three populations that would benefit from wheelchair curling and two strategies to adapt the activity to each population, 3) Provide one example of how to incorporate wheelchair curling in daily RT service delivery.

*Jacqueline Campbell, MHA, LRT/CTRS, Carolinas Rehabilitation*

**♦Creating An Energy Connectivity Program Utilizing Percussion For Recreational Therapy Treatment (H4) Pulaski Room**

This session will provide participants with knowledge of the importance of inner group connectivity in recreational therapy group treatment, the associated benefits of strong inner group connectivity, and means by which group connectivity can be achieved. This topic will be taught with a focus of various forms of percussion as treatment modalities of recreational therapy. The sessionwill go further to teach ways of achieving group connectivity of similar nature thru other means of practice that do not require percussion equipment for the recreational therapist. Participants will learn the therapeutic benefits of percussion, the possible adaptations and modifications of percussion, and how to implement multiple types of therapeutic drumming/percussion sessions. During the session participants will take part in a therapeutic drumming session to further develop their competencies. Learning Objectives: Participants will be able to: 1) Define the importance and benefit of group inner connectivity in recreational therapy group treatment, 2) Identify and play three separate percussive instruments that could be used in a recreational therapy drumming session, 3) Identify three potential adaptations/modifications that could be made to suit specific client needs during a recreational therapy drumming session.

*Corey Cantrell, University of Tennessee*

*Larry Brown, MS, CTRS, Master Certification Tai Chi, University of Tennessee*

# 11:45 – 12:00 BREAK

# 12:00-1:00 GENERAL SESSION

**♦Using A Crystal Ball To Address The Challenges Of the Future For Recreational Therapy (K3) Cumberland Room**

The recreational therapy profession is on the cusp of change. Changes in healthcare, demands for professional practice competence, professional credentialing, and inclusion in key legislative initiatives are central to the evolution of the profession. This session will explore current challenges of the profession and the role of the practitioner in addressing the changing tides. Learning Objectives: Participants will be able to: 1) Identify at least three of the current challenges facing the recreational therapy profession, 2) Identify three ways the professional can impact the current challenges of the profession, 3) Identify at least one action a recreational therapist may institute to address contemporary challenges.

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

# 1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES