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

*continuing education opportunity will be granted CEUs*

SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM



***Promoting Outcomes Across Settings In Recreational Therapy Practice***

**March 28-30, 2018**

**Kingsmill Resort**

**Williamsburg, Virginia**

AGENDA

## WEDNESDAY, MARCH 28

# 9:30 - 12:45 REGISTRATION OPEN

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

♦ **Empowering Recreational Therapists: The Next Wave of ATRA (K1)**

The purpose, mission, scope and benefits of being a member of ATRA will be discussed. The audience will also be involved to help identify areas that they can be involved in ATRA. Learning Objectives: Participants will be able to: 1) Identify the importance of the mission of ATRA to fellow recreation therapists, 2) Verbally identify at least two committees that a recreational therapist could join, 3) Verbally identify at least three activities that ATRA is working on behalf of all recreational therapists.

*Marieke Van Puymbroeck, PhD, CTRS, FDRT, ATRA President, Clemson University*

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

# 2:45 - 4:15 CONCURRENT SESSIONS

**♦ Understanding Trauma And The Mind, Body, Spirit Connection And Recreational Therapy Treatment Intervention (Part 1 of 2) (A1)**

This session will provide a working knowledge of trauma using the UCLA trauma assessment as a guide to identify the variety of traumas a person may experience in their life time. The speakers will explore how trauma is manifested in overall health and well-being and its effect on the eight wellness domains. Studies exploring the relationship between adverse childhood experiences and a variety of known risk factors for disease, disability and early mortality will be examined for the impact on RT programming. Information specific to promoting and integrating recovery techniques to utilize in treatment for positive client outcomes will be detailed. Learning Objectives: Participants will be able to: 1) Identify three impacts of trauma on mental and physical health, 2) Identify the impact of lifelong wellness techniques needed for recovery and integrated wellness, 3) Explain the aspects of the Adverse Childhood Experiences Scale and develop at least three RT program strategies.

*David Crooke, MS, LPC, CarePartners of Georgia, Inc*

*Katie Durden, RN, CarePartners of Georgia, Inc*

*Kathy Durden, CAC II, CPRP, CarePartners of Georgia, Inc*

# ♦ Compassion Fatigue: Professional Implications In Recreational Therapy (A2)

This session will examine compassion fatigue and the implications to the recreational therapist. Research pertaining to compassion fatigue in both allied health professions as well as in recreational therapy will be explored. This session will foster discussion on what remains to be studied in relation to compassion fatigue and the practice of recreational therapy. Learning Objectives: Participants will be able to: 1) State a definition for both compassion fatigue and compassion satisfaction in recreational therapy, 2) State one practical implication for recreational therapists for each of the components of the compassion fatigue/compassion satisfaction model, 3) List at least one area in need of further exploration related to compassion fatigue and recreational therapy.

*Angela Wozencroft, PhD, CTRS, University of Tennessee*

*Steven Waller, PhD, DMin, University of Tennessee*

*Jason Scott, PhD, CTRS, University of Tennessee*

**♦ Recreational Therapy Collaboration With Radford University And Montgomery County Schools Using A Social Competence Intervention For Youth With Autism (A3)**

In this interactive session participants will learn about the SCIP (Social Competence Intervention Program). Students from Radford University’s Recreational Therapy Program and Montgomery County Public School’s On Campus Transition Partnership will share their experience with assessment, planning, implementation, and evaluation using this powerful tool for changes. This program focuses on input, integration, and output of relevant social skills.. Learning Objectives: Participants will be able to: 1) State the importance of a group identity and a recreational space where it is safe to share feelings, express personalities, and ask questions, 2) Identify at least one of the best recreational therapy practices in providing social skills opportunities in their organization through the red, yellow and green polling system, 3) Create a five step recreational therapy action plan for running their own SCIP group at their organization.

*James Newman, PhD, CTRS, Radford University*

*Carigan Wright, Radford University*

*Madison Grady, Radford University*

**♦ Remaining Solid Through Tough Times: North Carolina Recreational Therapy Licensing (A4)**

Occupational Licensing Boards have recently undergone several changes/requirements in 2016-17. This session will provide an overview of how this has impacted the North Carolina Recreational Therapy Licensure Board (and therefore the recreational therapy license) and what you need to know to keep compliant. Learning Objectives: Participants will be able to: 1) Locate and identify the most current legislative approach to Occupational Licensing Boards relative to the field of recreational therapy, 2) Identify at least three changes/requirements for the North Carolina Board of Recreational Therapy Licensure required by the North Carolina legislature and how that affects recreational therapy practitioners, 3) Identify at least one statistic that helped demonstrate the effectiveness of recreational therapy favorably to legislators.

*Becky Garrett, MS, LRT/CTRS, North Carolina Board of Recreational Therapy Licensure*

**♦** **Intergenerational Interventions: A Potential Treatment Option For Adults With Dementia (A5)**

This session will introduce participants to concepts and theories used in intergenerational programs (IGPs) Information about how to utilize these activities as a treatment option for adults with dementia in recreational therapy practice will be provided and discussed. Different types of intergenerational programs will be reviewed and current research on the effectiveness of these programs as a nonpharmacological treatment option will be examined. Participants will have the opportunity to share their experiences with these types of interventions and potential barriers and challenges to implementing IGPs will be addressed. The findings from a recent research study on IGPs with this population will be used to promote discussion and explain the potential effects and challenges of these interventions when facilitated in residential facilities. Learning Objectives: Participants will be able to: 1) Describe at least one of the different types of intergenerational programs that are available for use in recreational therapy treatment, 2) Distinguish at least two potential benefits of using intergenerational programs as nonpharmacological treatment in recreational therapy when working with adults with dementia, 3) Identify at least one way to implement an intergenerational program in recreational therapy practice.

*Megan Janke, PhD, LRT/CTRS, East Carolina University*

*I’Yanna Purnell, East Carolina University*

**4:15 – 4:30 BREAK**

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

**♦ Understanding Trauma And The Mind, Body, Spirit Connection And Recreational Therapy Treatment Intervention (Part 2 of 2) (B1)**

See description of (A1)

*David Crooke, MS, LPC, CarePartners of Georgia, Inc*

*Katie Durden, RN, CarePartners of Georgia, Inc*

*Kathy Durden, CAC II, CPRP, CarePartners of Georgia, Inc*

**♦ Looking Toward The Future: Exploring Entry Level Degree For Recreational Therapy (B2)**

This session will focus on the educational requirements for entry-level practice and provide information to individuals in the profession regarding how they can help and advance the profession through participation in the ATRA Higher Education Task Force’s initiative. Learning Objectives: Participants will be able to: 1) Explain the current state of health care education and why a review of entry level requirements is relevant for recreational therapy professional practice, 2) Identify three methods that ATRA’s Higher Education Task Force is using to explore the issue of entry level degree for recreational therapists, 3) Identify one way recreational therapy professionals and students can contribute to this discussion beyond this session.

*Brent Hawkins, PhD, LRT/CTRS, Clemson University*

*Candy Ashton-Forrester, PhD, LRT/CTRS, FDRT, University of North Carolina - Wilmington*

# ♦ Leisure As A Medical Necessity: The Case For Recreational Therapists (B3)

Healthcare services are delivered based on medical necessity, defined as a service to “assist the individual to achieve/maintain maximum functional capacity”. Based on research documenting the benefits of participation in recreational activities, personal medicine, and self-directed care, this session presents strategies for recreational therapist to promote leisure as a medical necessity. A particular focus will be on supporting engagement in recreation and leisure activities with the community, as to support maximum functional capacity in mainstream environments. This information is critical in the development of interventions targeted toward functional outcomes as well as designing programs that meet the reimbursement guidelines put forth by Medicaid and state-level managed care companies. While the research reviewed is specific to individuals with behavioral health conditions, the concepts and strategies for recreational therapists are applicable across populations. Learning Objectives: Participants will be able to: 1) Discuss the role of recreational therapy in community inclusion, 2) Provide three examples of leisure as a medical necessity relevant to recreational therapy, 3) Identify three ways for recreational therapists to argue leisure as a medical necessity within healthcare settings.

*Gretchen Snethen, PhD, CTRS, Temple University*

**♦The Use And Application Of A Marketing Self-Assessment Tool In Recreational Therapy (B4)**

Recreational Therapy has struggled to consistently establish itself as a goal-directed and evidence-based therapy. This challenge to occupational prestige can be attributed in part to a lack of a marketing strategy for the field, a critical element in the advancement of the profession. A 2015 national study on marketing in RT found that recreational therapists possessed only moderate knowledge and/or skills in marketing efforts and suggested that they could benefit from training on successful marketing techniques. This session will train participants on the use of 5-factor marketing self-assessment prototype based on the results of the national study. The recreation therapists will identify their marketing strengths as well as areas that need to be addressed. Results of a self-assessment will be used to develop an individualized action plan to address a specifically identified marketing need in their own programs. Learning Objectives: Participants will be able to: 1) Identify five barriers/needs to marketing recreational therapy services/programs, 2) Complete the Five Factor Self-Assessment Marketing tool in recreational therapy, 3) Apply action steps designed to implement a marketing strategy in recreational therapy in their own agency.

*Leandra Bedini, PhD, LRT/CTRS, FDRT, University of North Carolina – Greensboro*

*Judy Kinney, PhD, LRT/CTRS, CCLS, University of North Carolina - Greensboro*

**♦ Hand Drumming As A Recreational Therapy Intervention For Diverse Populations (B5)**

 ***Ann James Award Winner Session - 2017***

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**

## THURSDAY, MARCH 29

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

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

**♦ Stress Management in Recreational Therapy: A Guide For Assessment, Implementation and Evaluation (Part 1 of 4) (CT1-A)**

This four-part session will provide foundational knowledge of stress management interventions specifically for Recreational Therapists: Overview of stress, illness, and performance; how to assess clients; how to implement stress management interventions with applied examples in the recreational therapy setting; and outcome evaluation. Specific clinical (e.g., depression, anxiety, pain, behavioral disorders) and human performance (e.g., fatigue, optimal performance) applications for the recreational therapy setting will be discussed. Participants will practice various applied techniques (e.g., recreation, meditation/mindfulness, autogenics, biofeedback, and video games) and methods for assessment and evaluation. Ultimately, this session will demonstrate how recreational therapists can implement stress management techniques into their setting. Learning Objectives: Participants will be able to: 1) Describe the physiological human stress response in recreational therapy clients, 2) Describe how stress can impact clinical disorders and performance in recreational therapy clients, 3) Identify at least three methods of assessment that recreational therapy practitioners can utilize for client evaluation, 4) Demonstrate an understanding of at least one stress management technique presented.

*Matthew Fish, PhD, LRT/CTRS, BCB, East Carolina University*

*Carmen Russoniello, PhD, LRT/CTRS, BCB, LPC, East Carolina University*

**♦ A Review Of The Revised Regulations For Skilled Nursing Facilities And Opportunities For Recreational Therapy (C1)**

It’s an exciting time for recreational therapists in skilled nursing facilities. With the implementation of revision to the regulations governing long term care facilities (commonly referred to as the Mega Rule), there is a stronger emphasis on person-centered care and non-pharmacological interventions for individuals with dementia. As recreational therapists, we have the skills and knowledge to serve as leaders in our facilities to implement change in these areas. During this session, we will discuss the practice of recreational therapy in the long term care setting as well as the opportunity to advance the recreational therapy profession through the provision of our unique services. Learning Objectives: Participants will be able to: 1) Identify opportunities for providing meaningful engagement through recreational therapy interventions in the delivery of activities related to F679, 2) Identify the role of recreational therapy in providing behavioral interventions to meet the needs of individuals with dementia related to F744, 3) Identify the criteria established by CMS for the provision of recreational therapy treatment in skilled nursing facilities.

*Jo Lewis, MS,CTRS, The Manor and Villa At The Estates At Carpenter’s*

**♦ Applying A Transdiagnostic Perspective To Recreational Therapy Practice In Behavioral Health (C2)**

Part of the difficulty in applying research evidence to behavioral health recreational therapy practice is that while research typically focuses on a single diagnosis for research rigor, recreational therapy practice must address the needs of clients with multiple mental health conditions simultaneously. One of the ways to reframe this challenge is to approach behavioral health practice form a transdiagnostic perspective, in which processes maintaining dysfunction become the focus of intervention. This session will provide an overview of common transdiagnostic processes that are implicated in behavioral health practice with discussion of the implications for the APIE process. Learning Objectives: Participants will be able to: 1) Apply at least one transdiagnostic process to recreational therapy practice in behavioral health, 2) Identify three items in the International Classification of Health, Function and Disability (ICF) relevant to recreational therapy assessment for a transdiagnostic process, 3) Identity at least two recreational therapy interventions that could contribute to remediation of one or more transdiagnostic dysfunctional processes.

*Bryan McCormick, PhD, CTRS,FDRT, Temple University*

*Gretchen Snethen, PhD, CTRS, Temple University*

**♦ The Use Of Evidence-Informed Practice Of Therapeutic Horticulture In Recreational Therapy (C3)**

This session will present information on how recreational therapists can use evidence-based therapeutic horticulture in their practice and the results of a community-based needs assessment for a therapeutic horticulture program. Learning Objectives: Participants will be able to: 1) Define therapeutic horticulture and explain how it can be used by recreational therapists , 2) Describe at least five therapeutic outcomes of therapeutic horticulture based on evidence-informed practices, 3) Describe at least three therapeutic horticulture activities and their benefits.

*Samantha Carroll, University of North Carolina - Wilmington*

*Candy Ashton-Forrester, PhD, LRT,CTRS, FDRT, University of North Carolina - Wilmington*

**♦ Collaborations And Partnerships In Community Recreation Therapy Settings (C4)**

This presentation will establish a baseline of knowledge on how to create and maintain collaborations and partnerships with departments and organizations in the community to effectively execute the TR process in a community setting. Creating meaningful collaborations will allow for a TR Department to expand their programming capabilities and educate other agencies on the TR process and how to provide quality services for individuals with disabling conditions in the community. Learning Objectives: Participants will be able to: 1) Identify at least three therapeutic benefits of community collaborations and partnerships, 2) Identify at least one new collaboration in your practice setting, 3) Provide examples of barriers that might be faced when establishing new collaborations/partnerships in a community setting.

*Maria Marshall, CTRS, Norfolk Therapeutic Recreation Center*

*Melody Beck, CTRS, Norfolk Therapeutic Recreation Center*

**10:00 – 10:15 BREAK**

**10:15 – 11:45 CONCURRENT SESSIONS**

**♦ Stress Management in Recreational Therapy: A Guide For Assessment, Implementation and Evaluation (Part 2 of 4) (CT1-B)**

See description of (CT1-A)

*Matthew Fish, PhD, LRT/CTRS, BCB, East Carolina University*

*Carmen Russoniello, PhD, LRT/CTRS, BCB, LPC, East Carolina University*

**♦ Recreation Therapy And The Understanding Of Social Patterns After Trauma And Hospitalization (D1)**

This session will introduce the various social patterns in trauma patients during hospitalization and along the continuum of care. The importance of this information is to assist recreational therapy practitioners in helping patients with adjustment to their life changes due to medical issues. The session will discuss zones of influence for social support and how they develop and fluctuate with life changes. With the development of this understanding of social patterns, the practitioner will be knowledgeable to address concerns as patients deal with recovery and adjustment to life situations associated with medical issues. Learning Objectives: Participants will be able to: 1) Identify the four areas of social patterns important to recreational therapist that influence adjustment and recovery and adjustment to life situations associated with medical issues, 2) Identify two recreational therapy strategies for social adjustment to significant medical conditions to benefit patient’s outcomes in their lives , 3) Demonstrate two techniques to help recreational therapists teach social adjustment interventions to patients having difficulty engaging socially after trauma.

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

**♦ Using Improv Comedy And Its Underlying Concepts As A Treatment Modality In Recreational Therapy (D2)**

This session will focus on the benefits of using Improv games, skills and underlying concepts within the practice of recreational therapy. 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 be able to: 1) Identify three benefits of using Improv therapy as a recreational therapy intervention, 2) Identify three recreational therapy practice settings that clients or staff may benefit from Improv therapy as a modality , 3) Identify three recreational therapy modalities/interventions that Improv therapy would qualify.

*Laurence Evans, CTRS, Sevier County Senior Center*

**♦ Servant Leadership And The Recreational Therapist: Exploring Connections (D3)**

This session will address the concept of servant leader and how every recreational therapist can emulate the quality of the servant leader. Attention will be given to the integration of servant leader characteristics in our daily work and lives. Learning Objectives: Participants will be able to: 1) Verbally define how recreational therapists are servant leaders, 2) Verbally explain how recreational therapists would engage in the test of servant leadership, 3) Provide three examples of how recreational therapist s can utilize the characteristics of servant leadership.

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

**♦ Use Of Recreational Therapy Interventions To Manage Chronic Pain (D4)**

Pain “is the most common reason for seeking medical care” (National Institutes of Health, 2016). While recreational therapy studies have examined the use of specific recreational therapy interventions impact on managing pain, very little has been written on using Pain Management (PM) as a treatment intervention in recreational therapy. This presentation will report some of the results from a 2017 national study on the use of recreational therapy interventions to manage pain. This presentation will focus on those who reported the use of recreational therapy interventions to manage their clients’ chronic pain. Types of recreational therapy interventions use to manage chronic pain differed by setting. A comparison by type of pain experienced by clients will be made by setting and interventions. Learning Objectives: Participants will be able to: 1) Identify two ways recreational therapists can address pain management as a recreational therapy goal in practice, 2) Identify three recreational therapy interventions that are commonly used to address chronic pain in clients, 3) Identify difference in the types of recreational therapy interventions used by the population served.

*Judy Kinney, PhD, LRT/CTRS,CCLS, University of North Carolina - Greensboro*

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

♦ **A Discussion: Opening A Dialog With The Engaged Practitioner (K2)**

This session will be a panel discussion with audience questions and answers from leading experts in the recreational therapy profession. The panel will offer perspectives from various service settings on key aspects of practice. Learning Objectives: Participants will be able to: 1) Identify two challenges in recreational therapy practice by the dominant service settings of geriatrics, behavioral health, physical rehabilitation and community based service, 2) List at least one way to promote recreational therapy services by setting, 3) Formulate one current question relevant to advancing the profession of recreational therapy.

*Gretchen Snethen, PhD, CTRS, FDRT, Temple University*

*Jo Lewis, MS, CTRS, The Manor & Villa at The Estates at Carpenter’s*

*Beth Cramer, CTRS, Roper Rehabilitation Hospital*

*Kathy Williams, CTRS, City of Virginia Beach Department of Parks and Recreation*

Moderator *- Laurence Evans, CTRS, Sevier County Senior Center*

**1:30 – 3:00 CONCURRENT SESSIONS**

**♦ Stress Management in Recreational Therapy: A Guide For Assessment, Implementation and Evaluation (Part 3 of 4) (CT1-C)**

See description of (CT1-A)

*Matthew Fish, PhD, LRT/CTRS, BCB, East Carolina University*

*Carmen Russoniello, PhD, LRT/CTRS, BCB, LPC, East Carolina University*

♦ **Clinical Benefits Of Recreational Therapy: Trauma Reactive, Problematic Sexual Behaviors And Commercially Exploited Youth (E1)**

This session will define trauma, problematic sexual behaviors, and commercially sexually exploited youth. In addition this session will discuss evidenced based clinical interventions. Learning Objectives: Participants will be able to: 1) State three ways recreational therapy helps improve psychosocial status, 2) Describe at least three clinical benefits of using recreational therapy with the identified populations , 3) Identify four evidenced based approaches used with these populations state how recreational therapy is directly linked.

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

**♦ Refining Your Elevator Speech On Recreational Therapy (E2)**

In the 2014 Job Analysis of the profession, the knowledge area cited as most important was “professionalism”. What does it mean to be a professional in the field of therapeutic recreation? How do you promote recreational therapy? Often, we only have just a few minutes to education internal and external stakeholders – or potential stakeholders – about our services. Come to this session to perfect your elevator speech and sharpen your skills to advance the profession. Particular attention will be paid to educating stakeholders about HR 626, Access to Inpatient Rehabilitation Therapy Act and its importance to the field. Learning Objectives: Participants will be able to: 1) Articulate at least three specific reasons for advancing the profession of recreational therapy, 2) Cite marketing resources that can be used in the development of a stakeholder-specific “elevator” (3-5 minute) speech about recreational therapy, 3) Identify potential stakeholders to promote HR 626 to in order to advance the profession of recreational therapy.

*Susan Wilson, PhD, CTRS, State University of New York College at Cortland*

*Jennifer Hinton, PhD, LRT/CTRS, Western Carolina University*

♦ **History And Benefits Of Recreational Therapy Programs In Public Schools (E3)**

During this session, participants will have the opportunity to explore the history and development of recreational therapy within public schools. Participants will gain an understanding of how assessment, planning, implementation and evaluation can be applied within recreational therapy programs in public schools and within a service-learning program at the University of Tennessee’s (UT) project Therapeutic Recreation in Public Schools (Project TRiPS). Participants will hear testimonials on the perceived benefits from both the UT students and the students in Comprehensive Development Classrooms (CDC) that are serviced by the project. Research related to the TRiPS project will be presented. Learning Objectives: Participants will be able to: 1) Identify at least one historical development of recreational therapy in public schools, 2) Identify at least one way to implement, document, and evaluate school-based recreational therapy programs, 3) Identify at least one benefit of recreational therapy programs in public schools..

*Ashley Bordenet, University of Tennessee*

*Carlie Simms, University of Tennessee*

*Anastasia Mitts-Daniel, University of Tennessee*

*Elizabeth Thornburg, University of Tennessee*

♦ **Use Of Virtual Reality As A Recreational Therapy Intervention To Improve Coping Skills (E4)**

Virtual reality continues to grow as technology progresses. In the medical world, virtual reality facilitates training in anatomy, diagnostic procedures, open and minimally invasive surgeries and rehabilitation services. Virtual Rehabilitation can be defined as “the provision of therapy using VR hardware and simulations (Burdea). Research has shown the potential benefits of using virtual rehabilitation in order to provide efficient and effective therapy sessions. This presentation will review findings from studies that explore the benefits and challenges of employing virtual reality that can be applied to recreational therapy practice. Some VR programs that can be used for coping skills, relaxation, and distraction will be reviewed and/or demonstrated. Learning Objectives: Participants will be able to: 1) Identify three ways that virtual reality can be an effective recreational therapy treatment intervention in a variety of settings, 2) Identify three potential treatment outcomes when using virtual reality in recreational therapy practice, 3) Identify three benefits of using virtual reality in recreational therapy practice that focus on increasing coping skills.

*Katie Kinsey, University of North Carolina – Greensboro*

*Judy Kinney, PhD, LRT/CTRS, CCLS, University of North Carolina - Greensboro*

**3:00 – 3:15 BREAK**

# 3:15 – 4:45 CONCURRENT SESSIONS

**♦ Stress Management in Recreational Therapy: A Guide For Assessment, Implementation and Evaluation (Part 4 of 4) (CT1-D)**

See description of (CT1-A)

*Matthew Fish, PhD, LRT/CTRS, BCB, East Carolina University*

*Carmen Russoniello, PhD, LRT/CTRS, BCB, LPC, East Carolina University*

♦ **Bulletproof Your Job And Advance Your Career In Recreational Therapy (F1)**

Today’s workplace can be uncertain. Employers make difficult decisions about personnel and clinical programs, often related to the ever changing healthcare environment. This session will address four main strategies for keeping and advancing your career in recreational therapy. Why should you be visible, be useful, be easy and be ready? Learn what you can do to help bulletproof your job. Learning Objectives: Participants will be able to: 1) Identify four strategies to advance your career and make yourself an invaluable recreational therapist to your employer, 2) Identify at least five job tasks/behaviors for implementing each of the four strategies, 3) Identify at least one way to combat recreational therapy specific job and career challenges related to the ever changing healthcare environment.

*Betsy Kennedy, MEd, CTRS*

**♦ Promoting Staff And Client Wellbeing: Journeying Together From Surviving To Thriving (F2)**

The journey toward wellbeing for both participants and staff begins with awareness. In this session participants will assess personal and organizational wellbeing, explore several models for promoting wellbeing and develop a plan of action to enhance wellbeing within an organization. Learning Objectives: Participants will be able to: 1) Identify, in the context of recreational therapy practice, both the components of wellbeing and the conditions which create wellbeing, 2) Perform a self/organization assessment of wellbeing, 3) Provide an example of a planned personal action to enhance organizational wellbeing.

*Jeff Witman, EdD, CTRS, FDRT, York College*

**♦ Ins And Outs Of Recreational Therapy In A Community Setting** **(F3)**

This presentation will examine all aspects of the APIE process within a community setting. Presenters will explain each step of the APIE process and provide examples and materials for professionals to take back to their agency. Learning Objectives: Participants will be able to: 1) Identify three components of foundational knowledge of designing and implementing a quality recreational therapy program in a community setting, 2) Identify two means for providing recreational therapy interventions to be inclusive of all disabilities with carry over into the general community, 3) Demonstrate two approaches for utilizing APIE process successfully to provide recreational therapy in a community setting.

*Rebecca DeHerrera, CTRS, City of Norfolk Recreation Parks and Open Spaces*

*Tryphena Poulson, CTRS, City of Norfolk Therapeutic Recreation Center*

**♦ Chair Yoga Is A Viable Recreational Therapy Intervention** **(F4)**

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. Information on becoming a LVCY teacher will be available as will resources for further education. Learning Objectives: Participants will be able to: 1) Define chair yoga as a recreational therapy modality, 2) Instruct to chair yoga poses after participation for use in recreational therapy practice, 3) State three benefits of chair yoga as a recreational therapist.

*Marieke Van Puymbroeck, PhD, CTRS, FDRT, Clemson University*

**ATRA Higher Education Task Force Focus Group – 4:45**

The ATRA Higher Education Task Force, a part of ATRA’s Higher Education Committee, has been charged “to systematically examine education requirements for entry-level practice and make recommendations to the ATRA Board of Directors”. Consequently, the task force is in the process of seeking input from recreational therapists, educators and students via in-person focus groups across the county. Join us to share your thoughts and discuss this important issue. There will be (3) focus groups – one for practitioners, one for educators, and one for students. Each focus group is limited to 15 participants. Please sign us at the registration desk. (Not for CEU Credit)

**Dinner on your own!**

FRIDAY, MARCH 30

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

# 8:30 -10:00 CONCURRENT SESSIONS

**♦ Trauma Focused Recreational Therapy For Children And Adolescents** **(G1)**

This session will introduce participants to theories of behavioral change, how trauma impacts the brain, symptoms of trauma in children and adolescents, and other diagnostic tools. The session will also include evidenced-based practices and recreational therapy interventions such as relaxation skills, affect regulation skills training, cognitive processing skills, conjoint sessions that can result in enhanced interpersonal and safety skills. Learning Objectives: Participants will be able to: 1) Identify one way trauma changes the brain in children and adolescents, 2) Identify three possible symptoms of trauma in children and adolescents, 3) Identify how recreational therapists can assist a child with enhancing relaxation skills, affect regulation skills and interpersonal skills.

*Danny Pettry, MEd, CTRS, LPC, River Park Hospital*

**♦ Reminiscing “Howards Rock”: Harnessing The Power Of Sporting Memories As A Recreational Therapy Intervention** **(G2)**

This project includes the development, implementation, and evaluation of a novel non-pharmacological, sports-based reminiscence therapy kit. Reminiscence Therapy is a staple within geriatric recreational therapy practice with an evidence base supporting the use of this intervention in specialized topic areas. This project consisted of the development of six recreational therapy protocols including stadium, famous individuals, traditions, famous games, attending games and tailgating themes focused around a local collegiate football history and experiences. Football artifacts were used to facilitate a multisensory experience to help elicit past memories. Interviews, observations and journaling were utilized to capture the program implementation. Evaluation data will be discussed to encourage therapists to replicate and implement similar projects in their own practice. Learning Objectives: Participants will be able to: 1) Identify at least two outcomes form a recreational therapy sports-based reminiscence program, 2) Identify two assessments utilized in screening or appropriateness in a reminiscence therapy program as a recreational therapy intervention, 3) Identify at least two resources to utilize in the development of a recreational therapy sports-based reminiscence program.

*Taylor Hooker, CTRS, Clemson University*

*Katie Walker, CTRS, Clemson University*

*Brent Hawkins, PhD, LRT/CTRS, Clemson University*

**♦ Compassion Fatigue In Real Time: Implications To Recreational Therapy** **(G3)**

This session will examine compassion fatigue in recreational therapy, specifically the therapeutic camp environment. The session will introduce a novel approach to how we study and assess individuals in recreational therapy using innovation and technology through Ecological Momentary Assessment (EMA). Practical implications applications of both compassion fatigue and EMA will be discussed. Learning Objectives: Participants will be able to: 1) Define both compassion fatigue and Ecological Momentary Assessment (EMA) in recreational therapy, 2) Provide one example of how Ecological Momentary Assessment (EMA) can be used in recreational therapy, 3) Provide at least one benefit of understanding how compassion fatigue may vary between individuals over time in the recreational therapy profession.

*Jason Scott, PhD, CTRS, University of Tennessee*

*Steven Waller, PhD, DMin, University of Tennessee*

*Angela Wozencroft, PhD, CTRS, University of Tennessee*

**♦ InFocus® Inclusive Book Club: Insights On Implementing Recreational Therapy Programming That Contribute To Creation Of Inclusive Communities** **(G4)**

InFocus® is a nonprofit organization that works with self-advocates, families, and communities to enhance the image of people living with a disability. This work contributes to the creation of inclusive communities where everyone is welcomed and valued. Through a detailed description of an inclusive book club for adults with and without disabilities, this presentation will demonstrate strategies and techniques that will equip recreational therapists to effectively implement their own inclusive book club. An interactive discussion and small group activity will expand the perspectives of recreational therapists, and encourage them to consider and effectively implement inclusive programming. The session will not only address individual and interpersonal level outcomes, but will strive to reach organizations and communities in a manner that can ultimately initiate more evidence of inclusion within their own communities. Learning Objectives: Participants will be able to: 1) Provide rationale for inclusive, recreational therapy that is community based, 2) Describe at least two elements of best practices to design and implement an inclusive recreational therapy book club, 3) Identify three key factors to bridge the gap between an inclusive recreational therapy program and its sustainability within the community.

*Lindsey Oakes, MS, LRT/CTRS, InFocus®*

*Samantha Ball, University of North Carolina – Greensboro*

*Ginger Walton, FNP, CNLCP, InFocus®*

*Stuart Schleien, PhD, LRT/CTRS,CPRP, University of North Carolina - Greensboro*

**♦ Recreational Therapy And Older Adults – Never 2 Old 2 Get Fit** **(G5)**

Don’t know how you get older adults physically active?! Studies indicate that older adults enjoy better health and a better quality of life when participating in recreational therapy programs. This training will provide a base for the field to understand the importance of exercise and sports with older adults and how it can improve their mental, physical, and psychosocial well-being. Learning Objectives: Participants will be able to: 1) State the importance of how exercise and sports relates to the study and the field of recreational therapy, 2) Identify at least two physical, psychosocial, and mental benefits gained by older adults who exercise and how to implement these techniques to clients in the field of recreational therapy, 3) Identify three ways to maintain an active lifestyle to increase one’s quality of life.

*Rashonna Avery, LRT/CTRS, Durham VA Medical Center*

*Turkessa Johnson, CTRS, Perry Point VA Medical Center*

# 10:00 – 10:15 BREAK

# 10:15-11:45 CONCURRENT SESSIONS

**♦ Recreational Therapy And The Process Of Recovery** **(H1)**

This training session will provide insight on positive recreational therapy and it’s correlation with the recovery process as it pertains to mental illness. This training is designed to improve and increase the success rate of acute and chronic clients as well as teach skills that will aide in the process of decreasing their admission and stay rate. This session is designed to heighten the clinician’s awareness on conducting active treatment and increasing group interaction. The participants will participate in an assessment process and engage in an interactive intervention. Learning Objectives: Participants will be able to: 1) Demonstrate an understanding of the recovery model and the recreational therapist’s role in the process, 2) Develop a positive recreational therapy action plan which incorporates components of the recovery model, 3) Identify at least two outcome based recreational therapy activities which promote a healthy recovery.

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

**♦ Disability And Amusement Parks 101: Educating Ourselves And Our Recreational Therapy Clients** **(H2)**

As recreational therapists, we advocate for our clients’ inclusion in all aspects of society. But what does that mean when we’re talking about amusement parks? Working with individuals in a physical rehabilitation setting, this is a question we are often asked by our clients. In this session, we will discuss the basic requirements of accessibility under the ADA as it applies to amusement parks. We will explore the liability and safety policies implemented at many popular amusement parks and how these may impact individuals with disabilities. We will also discuss ways for you to empower your clients in advocating for themselves and preparing ahead of time for possible accessibility challenges. The session will include examples of past law suits and some personal examples of accessing theme park rides told by individuals with physical disabilities. Learning Objectives: Participants will be able to: 1) Identity three different components of amusement park rides addressed under the ADA, 2) Verbalize two different safety policies often implemented by amusement parks that may limit access to individuals with disabling conditions, 3) Discuss two ways recreational therapists can assist their clients in planning ahead to access amusement parks.

*Cecilia Rider, MS,CTRS, Shepherd Center*

*Kathleen Murphy, CTRS, Shepherd Center*

**♦ Be The Change: Effective Advocacy Techniques And Strategies For Professional Delivery Of Recreational Therapy Services** **(H3)**

If you are passionate about making a difference in the lives of individuals with disabilities, this session is for you! As recreational therapists, we strongly believe individuals with disabilities have the same rights as individuals without disabilities. However, people with disabilities continue to experience stigma, prejudice, and discrimination in today's society, including the healthcare and community settings. Therefore, it is our responsibility, as current and future recreational therapy professionals, to advocate for persons served as we strive to further the overarching values of our profession. This interactive session will equip recreational therapy students and professionals with the knowledge and tools they need to become effective and successful client and disability advocates while igniting their passion for and dedication to this task. Learning Objectives: Participants will be able to: 1) Identify and define a minimum of three sources of prejudice and discrimination experienced by clients receiving recreational therapy services, 2) Identify and describe three key stages of becoming an effective advocate for clients receiving recreational therapy services, 3) Formulate an effective advocacy plan to further the interests of clients receiving recreational therapy services.

*Shelly Beaver, MS, CTRS, Old Dominion University*

*Cienna Gabriele, Old Dominion University*

**♦ Beyond Participation: Meaningful And Effective Objectives And Assessments In Recreational Therapy Practice** **(H4)**

This session will discuss and review one of the key factors in recreational therapy practice – the identification and assessment of client objectives in treatment. Regardless of our setting or population, the effectiveness of recreational therapy service delivery is determined in part by the goals and objectives set for our clients. We will discuss common recreational therapy objectives in various settings and with specific population groups, as well as identify current assessment tools that recreational therapists are using to measure outcomes. Participants will engage in small group discussions about the ways recreational therapists can ensure that our goals and objectives clearly denote the importance and effectiveness of our treatment to the clients’ progress and outcomes. The session will address how doing so plays a role in advancing the profession without our treatment teams, facilities, and healthcare services overall. Learning Objectives: Participants will be able to: 1) Describe at least three essential components of goals and objectives in recreational therapy practice, 2) Identify at least two of the most pressing needs in clients in common recreational therapy settings and populations and name one standardized assessment tool for each participant, 3) Identify barriers to using relevant and effective objectives/assessment tools in recreational therapy practice and propose at least one means of addressing these at their facility.

*Megan Janke, PhD, LRT/CTRS, East Carolina University*

*Wendy Whisner, LRT/CTRS, East Carolina University*

**♦ Developing A Tai Chi Curriculum For Populations Of Varying Abilities** **(H5)**

This presentation will explore the history of Tai Chi Ch’uan; discuss diagnostic groupings of diverse populations; and theories of how and why tai chi (TCC) could be beneficial to the participant’s health, mind, body and spirit. The recreational therapist will learn multiple methods to delivery of TCC. The session will include lecture/discussions of strategies for different populations and discussion of the APIE to advance the profession. 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 service delivery, 2) Identify three of the five internal applications discussed that would be used in the recreational therapy service delivery tai chi session, 3) Demonstrate three of the five tai chi moves for application in recreational therapy practice.

*Larry Brown, MS, CTRS, University of Tennessee*

# 11:45 – 12:00 BREAK

# 12:00-1:00 GENERAL SESSION

**♦ Brighten The Corner Where You Are** **(K3)**

Our profession is challenged to clearly and powerfully relate, to stakeholders and the world at large, what we do and why what we do is important. Each professional can make a difference in ensuring that our unique and distinctive “selling proposition” is heard and understood. In this session we will provide some tools (and hopefully some motivation!) for generating a personal professional advocacy plan to enhance awareness of recreational therapy and promote the well-being of our profession, professionals and those we serve. This Learning Objectives: Participants will be able to: 1) Demonstrate an understanding of the concept of “Unique Selling Proposition”, 2) Identify at least two personal priorities for “selling” the profession of recreational therapy, 3) Generate and share a plan of action specific to one of the priorities.

*Jeff Witman, EdD, CTRS, FDRT, York College*

# 1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES

***Preliminary Program Is Subject To Change***

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