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

*that this continuing education opportunity will be granted CEUs*

SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM



**April 17-19, 2019**

**Park Vista Hotel**

**Gatlinburg, Tennessee**

AGENDA

## WEDNESDAY, APRIL 17

# 9:30 - 12:45 REGISTRATION OPEN

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

♦ **Assessing, Streamlining And Individualizing Recreational Therapy – A Consumer’s Perspective (K1)**

This session will focus on access to recreational equipment and streamlining the information flow of recreational opportunities from the perspective of the recreational therapy consumer. In addition the session will address and compare the benefits and limitations of individual versus team sports as it relates to recreational therapy by educating the practitioner in the benefits and limitations of individual versus team sports and helping therapists choose the best option for their clients. Learning Objectives: Participants will be able to: 1) Identify at least one difficulty a consumer faces in accessing recreational therapy equipment, 2) Identify at least one benefit of streamlining the information flow of recreational opportunities to the recreational therapy consumer, 3) Identify a different benefit for both individual and team sports as it relates to recreational therapy.

*Carly Pearson, MBA, Advocare International*

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

# 2:45 - 4:15 CONCURRENT SESSIONS

**♦ De-Puzzling Recreational Therapy And Digital Access (Part 1 of 2) (A1)**

The Web is increasingly vital in life including education, work, health care, recreation, and socialization. The Web is also enmeshed in receiving and providing information as well as interacting with society. Web accessibility is even recognized as a basic human right in the United Nations Convention on the Rights of Persons with Disabilities (2006). However, various barriers often prevent equal access and limit equal opportunity to the Web for people with disabilities. Be part of the solution – discover the basic “corners” of digital access. Explore the “edges” in the web experience of people with disabilities. Develop awareness of tools and tips to integrate when building “content” for your recreational therapy programs and materials. Come engage in a practical puzzle framework to understand the “pieces” that will help you promote and provide more accessible resources to a diverse audience, the community, and the RT profession. Learning Objectives: Participants will be able to: 1) Identify at least two rationales for digital access in the practice and service delivery of recreational therapy, 2) Describe three common barriers to digital access for people with disabilities and recreational therapy, 3) Demonstrate understanding of two methods to evaluate digital access in the practice and service delivery of recreational therapy.

*Marsha Schwanke, MS,CTRS, Southeast ADA Center, Burton Blatt Institute at Syracuse University*

# ♦ Designing A RT Marketing Plan: The Use And Application Of A Marketing Self-Assessment Tool in Recreational Therapy (A2)

This session will guide participants in the use and application of a self-assessment marketing tool designed to identify marketing needs and subsequently design feasible strategies to improve occupational prestige in the workplace. Often, RT has struggled to be perceived as a goal-directed and evidence-based therapy among administrators, physicians, and sister therapies. This is due in part to a lack of a marketing strategy for the discipline of RT – a critical element in the advancement of the profession (NCTRC job area). In a national study, CTRSs reported only moderate skills and identified myriad marketing needs. This session will train participants to use a 4-factor self-assessment tool designed to evaluate their current marketing efforts. Session participants will then be guided in the development of an individualized action plan to address their identified marketing needs in their own programs. Learning Objectives: Participants will be able to: 1) Identify barriers to marketing recreational therapy for a minimum of four target markets, 2) Complete and score the 4-factor self-assessment marketing tool in recreational therapy, 3) Apply all action steps designed to implement a marketing strategy in recreational therapy in their own agency/program.

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

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

**♦ Examining How Adaptive Sport Participation And Recreational Therapy Can Influence Attitudes Toward Individuals With Disabilities (A3)**

This session will examine how attitudes toward individuals with disabilities may differ among adaptive sport professionals and college students with and without knowledge/experience with recreational therapy. Research on this topic was conducted using therapeutic recreational students at the University of Tennessee, Knoxville (UTK), students at UTK involved in Physical Education Activity Program (PEAP) courses, and practitioners/volunteers working at the National Ability Center, The Center For Individuals With Physical Challenges, Blaze Sports, and Turnstone. An overview of the study will be outlined, including the scales and methodology included in the study. Participants will gain an understanding of how the data was collected and what the results mean in terms of how adaptive sport an influence attitude toward individuals with disabilities. Learning Objectives: Participants will be able to: 1) Identify at least one way that adaptive sport participation through recreational therapy can positively influence attitude toward disability, 2) Identify at least one way that an individual without a disability can benefit from adaptive sport participation through recreational therapy, 3) Demonstrate understanding of how at least one assessment tool related to recreational therapy can be used to define an individual’s attitude toward disability.

*Nick Giecek, University of Tennessee*

*Avery Blankenburg, University of Tennessee*

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

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

**♦ It’s Second Nature: A Strengths-Based Approach To Using Nature In Recreational Therapy For Veterans (A4)**

Nature is used in various capacities for military service members, veterans, and their family and supporters. Nature is theoretically-grounded and a strengths-based approach to serving veterans; however, how to use nature in recreational therapy (RT) is often unclear. This session will address how nature can be used in RT practice, as well as present the theoretical and empirical basis for using nature with veterans and their families and supporters. The session will also compare and create distinctions between nature in RT and nature in other types of recreation-based programming for veterans. Learning Objectives: Participants will be able to: 1) Explore two theories associated with nature-based recreational therapy, 2) Identify at least three tangible approaches to the use of nature in recreational therapy for veterans, 3) Identify at least two similarities and differences in how nature is used in recreational therapy versus other types of recreation-based programming for veterans.

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

*Jasmine Townsend, PhD, CTRS, Clemson University*

**4:15 – 4:30 BREAK**

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

**♦ De-Puzzling Recreational Therapy And Digital Access (Part 2 of 2) (B1)**

See description of (A1)

 *Marsha Schwanke, MS,CTRS, Southeast ADA Center, Burton Blatt Institute at Syracuse University*

**♦ Impact Of Recreational Therapy In An Oncology Setting (B2)**

This session will review the various diagnoses treated in the oncology setting and the potential need and stressors of these individuals. Recreational therapy services can greatly impact patients coping and adjustment through their treatment course and this will be evident through review of various recreational therapy interventions including coping skills, exercise, legacy, relaxation training, and discharge planning. Learning Objectives: Participants will be able to: 1) Identify at least three potential needs and stressors of the oncology patient that could be addressed through recreational therapy services, 2) Describe at least three appropriate recreational therapy interventions to improve coping and adjustment for the oncology bone marrow transplant patient, 3) Verbalize understanding of at least three benefits of recreational therapy services in the oncology setting.

*Kelly Kivette, LRT/CTRS, University of North Carolina Healthcare System*

# ♦ Americans With Disabilities Act Building Assessments And How It Relates To Recreational Therapy (B3)

Have you completed Americans With Disabilities Act (ADA) assessments for your facilities, parks and programs? Do you have a plan in place when customers ask for accommodations? This session will give you the tools you need to answer these questions and ensure that you are following the most recent guidelines of the ADA as well as provide the best practice of recreational therapy by ensuring that your programs and activities are accessible and inclusive. Learning Objectives: Participants will be able to: 1) Demonstrate an understanding of the ADA requirements as it relates to Title II for the use of recreational therapy through discussion and pre and post-tests, 2) Identify the role of a recreational therapist in conducting ADA building assessments to ensure accessible and inclusive programs, 3) Identify at least four key elements in conducting ADA assessments as it relates to recreational therapy in community settings.

*Tracy Newsom, CTRS, CPRP, James City County Parks and Recreation*

**♦Professional Quality Of Life In Recreational Therapy (B4)**

This session will examine the professional quality of life (ProQOL) as it relates to practicing recreational therapists. This session will also explore differences in ProQOL among recreational therapists around the nation based on years in practice, gender, and populations served. Limited research exists in the therapeutic recreation literature and this session will provide insight into the experiences of practicing recreational therapists. An overview of this study will be outlined, including the instrumentation and method used for data collection. Learning Objectives: Participants will be able to: 1) Provide a definition for professional quality of life in recreational therapy, 2) Provide one example of how both years in practice and population served contribute to professional quality of life in recreational therapy, 3) Provide at least one recommendation for how agencies can contribute to improving recreational therapists’ professional quality of life.

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

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

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

**6:30 OPENING NIGHT SOCIAL**

## THURSDAY, APRIL 18

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

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

**♦ *Bob Raynor Behavioral Health Track* - Use Of Assessment Instruments In Behavioral Health Recreational Therapy Settings (CT1-A)**

Behavioral health has seen many changes as a result of the DSM 5 reorganization. This includes the elimination of the common assessment instrument – the Global Assessment of Functioning Scale. One recommended assessment tool to replace the GAF is the WHODAS 2.0 (World Health Organization Disability Schedule 2.0) which is a generic assessment instrument for health and disability. Little has been written on the types of assessments that are used in RT practice in behavioral health settings. The results of a survey of LRT’s to identify common assessment instruments used in practice will be discussed including formal (standardized) and/or informal (in-house developed) assessments that were identified. Participants will also be asked to identify/discuss assessment instruments they are using in practice. The importance of using standardized assessments will be discussed as well as identifying free, brief and valid assessments for behavioral health settings. Learning Objectives: Participants will be able to: 1) Identify two RT standardized assessment instruments that can be used in recreational therapy practice in behavioral health settings, 2) Identify typical functional behaviors addressed by RT assessments in behavioral health, 3) Articulate the importance of using standardized assessments in RT practice.

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

*Samantha Ball, University of North Carolina - Greensboro*

**♦ Dementia Practice Guidelines For Recreational Therapy: Treatment Of Behavioral And Psychological Symptoms Of Dementia (CT2-A) (Part 1 of 4)**

This four part track will go into detail on the process of evidence based practice for treatment of disturbing behaviors, this includes the theories, assessments of behaviors, selection of interventions, and evaluation of outcomes. Learning Objectives: Participants will be able to: 1) Describe how evidence based practice is vital for recreational therapy, 2) List three theories that support recreational therapy for behaviors of dementia, 3) Select appropriate recreational therapy interventions based on client behaviors, interests, and abilities.

*Suzanne Fitzsimmons, BSN,ARNP,GNP, University of Southern Maine and University of North Carolina at Greensboro*

**♦ Use Of Magic As A Therapeutic Intervention In Recreational Therapy (C1)**

Although few, research studies on using magic as a therapeutic intervention indicate that it is a successful treatment technique that can increase outcomes such as self-esteem, social interaction skills, fine/gross motor skills, cognitive/administrative skills, and coping skills. Recreational therapy is a prime treatment service to provide this intervention. This session will instruct participants on the rationale, techniques, and implementation of 4-6 magic tricks using common items that can be used as an engaging, outcome-based, therapeutic intervention for clients of various disabling conditions. Theoretical foundation for how and why these tricks are effective to meet client outcomes will be presented. Each trick presented will include step by step instructions for teaching to clients, skills required to perform it, facilitation/implementation considerations, specific outcomes addressed, and possible adaptations/modifications. In addition, specific case examples will be shared. Learning Objectives: Participants will be able to: 1) State a cogent rationale for using magic as an outcome-based, therapeutic intervention in recreational therapy, 2) Identify steps required to perform and teach at least four magic tricks for use in recreational therapy, 3) State at least two adaptations/modifications per trick for use in recreational therapy.

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

*Kaitlyn Powalie, University of North Carolina - Greensboro*

**♦ Using Physical Activity To Develop Higher Quality Programs In Recreational Therapy (C2)**

The benefits of physical activity are endless; however, according to literature in this area, physical activity remains absent in many recreational therapy programs. Traditionally, recreational therapy focused on providing functional changes through other treatment modalities. Yet currently, it is the consensus of many professionals to utilize physical activity as an essential component of each program. Unfortunately, for many recreational therapists, physical activity is underutilized. This session will provide supporting evidence for incorporating physical activity into recreational therapy interventions for youth with disabilities. Session participants will further their knowledge in physical activity for those with disabilities as well as gain an understanding of challenges associated with physical activity research and disability. Two specific research studies will be highlighted along with discussion of the challenges and best practices associated with conducting quality research. Learning Objectives: Participants will be able to: 1) Identify at least one research study highlighting the benefits of physical activity in recreational therapy, 2) Be able to provide one strategy to bridge the gap between research and practice as it pertains to physical activity in recreational therapy, 3) Be able to define physical activity and physical literacy as it pertains to recreational therapy.

*Vincenzo Nocera, University of Tennessee*

*Dawn Coe, PhD, FACSM, University of Tennessee*

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

**♦ Explore Day Camping: A Community Recreational Therapy Approach (C3)**

Explore how one community parks and recreation department offers a recreational therapy summer day camp that builds social skills, teaches leisure education, promotes activity participation and encourages independence while providing a “traditional’ day camp experience. Learn the roles of the CTRS and paraprofessionals and how the principles of recreational therapy are applied in a day camp. Learning Objectives: Participants will be able to: 1) Identify three components of a day camp in a community recreational therapy setting, 2) Identify three specific roles of both the CTRS and the paraprofessional in the recreational therapy summer day camp, 3) Identify two documentation methods used to support the recreational therapy practices in a RT summer day camp.

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

**10:00 – 10:15 BREAK**

**10:15 – 11:45 CONCURRENT SESSIONS**

**♦ *Bob Raynor Behavioral Health Track -* Recreational Therapy: Admission Through Discharge And Beyond (A Therapeutic Process) (CT1-B)**

This session will examine the RT process through admission, discharge, and post-discharge as practitioners seek to help clients through crisis and recovery. More specifically, this session will address appropriate assessments for use in this area, how to write realistic goals, objectives for RT interventions, and how to measure positive outcomes after discharge to help maintain outpatient sustainability.

*Markeeta Wilkerson, CTRS, Western State Hospital*

**♦ Dementia Practice Guidelines For Recreational Therapy: Treatment Of Behavioral And Psychological Symptoms Of Dementia (CT2-B) (Part 2 of 4)**

See description of (CT2-A)

*Suzanne Fitzsimmons, BSN,ARNP,GNP, University of Southern Maine and University of North Carolina at Greensboro*

**♦ Emotional Support Animals: An Overview Of Practical And Legal Issues For Recreational Therapists And Other Allied Health Professionals (D1)**

Confusion exists over the role, classification, and purpose of emotional support animals. While these animals are not service animals, they play a distinct role in the use of animals for supporting humans. As it is now common for individuals to claim that any pet is for emotional support, there is a lot of confusion regarding the legality of the emotional support animal (ESA). This session will review the laws (which fall under federal, state, and municipal categories) that govern the use of ESAs in spaces including dwellings, transportation, the workplace, and educational spaces. It will also discuss the role of the prescriber (counselors, clinical social workers) and how individuals can advocate for the use of ESAs, as well as animal welfare issues. Learning Objectives: Participants will be able to: 1) Describe the role of the emotional support animal for the individual with the disability served in RT, 2) Differentiate between the laws that govern different spaces where the presence of ESAs may be requested by clients in RT, 3) List at least one way to advocate for the appropriate use of ESAs for students, clients and therapists in RT.

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

*Ann Hallyburton, MSLS,MPH,AHIP,CHIS, Western Carolina University*

*Sur Ah Hahn, PhD, MSW, MA, Western Carolina University*

**♦ Recreational Therapy And Special Olympics, A Winning Combination! (D2)**

Special Olympics has been providing year-round sports training and competitions since 1968. It has resources that are made for a recreational therapist to utilize including measurable goals and objectives, assessments and training manuals. Through sports training and competitions, it also provides opportunities to teach life skills to everyone involved. This session will focus, briefly, on the history of Special Olympics, as well as identify the life skills that members of the Special Olympics GA Augusta Starts learn such as improving self-esteem, improving social skills and improving reasoning abilities. Learning Objectives: Participants will be able to: 1) Identify at least two life skills RT can teach through participation in Special Olympics, 2) List at least three opportunities for growth the recreational therapist can utilize within Special Olympics, 3) Identify at least two significant events in the history of Special Olympics that the recreational therapist should know.

*Kevin Enright, CTRS, Augusta Developmental Specialists*

**♦ Graduate Degrees In Recreational Therapy: A Primer For Advancing Practice And Career (D3)**

Advancing recreational therapy (RT) practice and individuals’ careers is important for the success of the RT professional and individual therapists. However, many people do not fully understand what it takes to earn a masters or doctoral degree, as well as the benefits and challenges associated with graduate school. This session will focus on (a) the need for RTs with graduate degrees, (b) the benefits and challenges of obtaining a graduate degree in RT, (c) how a graduate degree can advance your practice and career, (d) in-person and online opportunities for obtaining a graduate degree in RT at various institutions across the U.S.,(e) navigating barriers associated with going back to school, and (f) what life as a graduate student involves. Join us for a candid conversation about graduate school! “Learning Objectives: Participants will be able to: 1) Identify at least three ways a graduate degree in recreational therapy can advance practice and a career in recreational therapy, 2) Discuss at least three barriers (and potential solutions for addressing barriers) that often prevent individuals from pursuing a graduate degree in recreational therapy, 3) Identify at least two opportunities for pursuing a graduate degree in recreational therapy via online or in-person programs.

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

*Brandi Crowe, PhD,LRT/CTRS, Clemson University*

*Jasmine Townsend, PhD, CTRS, Clemson University*

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

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

♦ **Thomas Skalko Advocacy Lunch (K2)**

Invited speaker will review emergent issues in the recreational therapy profession and provide strategies and action plans to utilize in advancing the profession. Learning Objectives: Participants will be able to: 1) Identify critical issues impacting recreational therapy practice, 2) Identify impact of issues on the practice of recreational therapy, 3) Formulate strategies to utilize in practice settings to advance recreational therapy practice.

**1:30 – 3:00 CONCURRENT SESSIONS**

**♦ *Bob Raynor Behavioral Health Track -* Recreational Therapy: A Key Establishment In A Treatment Mall For Psychiatric Care (CT1-C)**

This session will take a look at the organization of recreational therapy services in a psychiatric hospital under a treatment mall model. This session will discuss how an interdisciplinary team comes together to provide a diverse range of treatment and treatment options for the patients of eastern North Carolina. Learning Objectives: Participants will be able to: 1) Identify three types of recreational therapy groups that fit well in treatment malls, 2) Identify two benefits of a treatment mall model and recreational therapy involvement, 3) Identify minimum of one way recreational therapy can be utilized through a psychosocial model.

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

♦**Dementia Practice Guidelines For Recreational Therapy: Treatment Of Behavioral And Psychological Symptoms Of Dementia (CT2-C) (Part 3 of 4)**

See description of (CT2-A)

*Suzanne Fitzsimmons, BSN,ARNP,GNP, University of Southern Maine and University of North Carolina at Greensboro*

**♦ Recreational Therapists Use Of Adaptive Snow Skiing For Individuals With Challenges In The Southeast Region: The Beech Mountain Learn To Ski Clinic (E1)**

This session will examine the development of the Beech Mountain Adaptive Learn To Ski Event and its evolution to becoming the oldest existing national adaptive alpine ski clinic in the US. This session will look at applications of recreational therapy programming fundamentals through assessment, planning, implementation, and evaluation. Fundamentals of alpine skiing will be discussed, and some samples of equipment will be made available for the audience to view. Video clips of client perspectives will be shared. Outcomes and published research will be discussed. Learning Objectives: Participants will be able to: 1) Demonstrate understanding of the use of the recreational therapy APIE process for program development applied to an adaptive alpine ski program, 2) Conceptualize the recreational therapy APIE process applied to individual participants for best methodology of alpine skiing practice for the best outcome, 3) Articulate how a recreational therapist may develop simple research projects through single case study design and simple random sampling of participant perspectives to enhance the basic knowledge base for recreational therapy programs.

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

♦ **Examining The Role Of Organizational Culture And Its Relationship To Job Satisfaction Among Recreational Therapists (E2)**

In recent years there has been a growing understanding that organizational culture is related to an organization’s performance as well as job satisfaction among employees. This is particularly true among health care organizations and their employees. Ultimately, the healthier the culture of the organization, the more satisfied the employees; both can lead to improved health outcomes. To date, there have been few studies that examine the relationship between the culture of recreational therapy agencies and job satisfaction among recreational therapists. In this session the findings of a forthcoming study that examines the culture within recreation therapy agencies and job satisfaction among their employees will be presented. Also discussed will be the trappings of healthy organizations and how it leads to job satisfaction of employees. This Learning Objectives: Participants will be able to: 1) Name at least one characteristic of a healthy culture within a recreational therapy organization, 2) Identify three factors that lead to job satisfaction among employees that work in recreational therapy organizations, 3) Discuss three outcomes when the culture of the recreational therapy organization is toxic and job satisfaction among employees is low.

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

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

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

♦ **The Impact Of CARTE On The CTRS Practitioner (E3)**

Whether or not a recreational therapy curriculum is CARTE (Committee On Accreditation Of Recreational Therapy Education) accredited impacts the competency level of students and subsequently impacts the agency that accepts these students for internships or hires as an employee. This session will introduce recreational therapy practitioners to CARTE accreditation and how CARTE accreditation can impact their practice and agency. The participant will gain knowledge in advancement of the recreational therapy profession. Learning Objectives: Participants will be able to: 1) Identify the evolution of CARTE as a part of the Commission On Accreditation Of Allied health Education Programs (CAAHEP), 2) State at least one of the RT student outcomes required for CARTE accreditation, 3) Describe at least three ways that CARTE accreditation can impact practice as a CTRS.

*Cliff Burnham, CTRS, Rivendell Behavioral Health Hospital*

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

**3:00 – 3:15 BREAK**

# 3:15 – 4:45 CONCURRENT SESSIONS

**♦ *Bob Raynor Behavioral Health Track -* Action Is Better Than Words: Benefits Of Experiential Learning Through Recreational Therapy For Individuals With Substance Abuse And/Or Mental Health Disorders (CT1-D)**

This session will provide evidence on the benefits of using experiential learning in recreational therapy in the substance abuse/mental health setting. Additional the facilitators will address the role of experiential learning and its affect in increasing awareness in patients and self-disclosure of treatment issues. Examples of experiential education will be provided along with discussion on how experiential learning activities can be integrated into RT practice and used in this setting. Learning Objectives: Participants will be able to: 1) Identify three benefits of experiential learning in recreational therapy in the substance abuse/mental health environment, 2) Name three experiential activities used in recreational therapy for individuals in substance abuse/mental health facilities, 3) List three discussion based questions related to recovery for use following a recreational therapy intervention.

*Jennifer Yocco, CTRS, Wekiva Springs Center*

*Jordan Riley, CTRS, Wekiva Springs Center*

♦ **Dementia Practice Guidelines For Recreational Therapy: Treatment Of Behavioral And Psychological Symptoms Of Dementia (CT2-D) (Part 4 of 4)**

See description of (CT2-A)

*Suzanne Fitzsimmons, BSN,ARNP,GNP, University of Southern Maine and University of North Carolina at Greensboro*

**♦ Virtual Reality: A New Realm In Recreational Therapy In Physical Medicine And Rehabilitation (F1)**

Virtual reality (VR) continues to become more popular and accessible to the general public. VR can also serve as a fun intervention in recreational therapy practice. This introductory session will review different types of virtual reality, focusing on immersive virtual reality. Attendees will leave with knowledge of how to develop a VR program, establish guidelines for use, assess appropriateness of clients, identify contraindications, implement VR during individual treatment, and incorporate VR into co-treatment with other providers in a physical medicine and rehabilitation setting. Learning Objectives: Participants will be able to: 1) Identify at least two types of virtual reality to use as recreational therapy interventions, 2) Identify at least three adaptations to use of virtual reality as a recreation therapy intervention in individuals with physical disabilities, 3) Identify at least three goals for use of virtual reality in recreational therapy.

*Allison Huck, CTRS/RRT, MedStar National Rehabilitation Hospital*

**♦ Recreational Therapist: Tai Chi Offers Relaxation Techniques For “YOU” And Your Clients** **(F2)**

This session will explore how relaxation and softness is a major component found in the practice of Tai Chi. Recreational therapists would benefit from being able to relax on command, but how do we accomplish learning that skill? Recreational therapists know that stress is a component of many health related issues. When relaxed we open up to new ideas, listen more, are more relaxed when engaged with clients. This session will help recreational therapists to learn and teach the applications of sensing hands. This is a win-win, where both the therapist and the client learn about working together. 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 four internal applications discussed that could be used in the Tai Chi session, 3) Demonstrate the four Tai chi moves in learning sensing hands application and will be able to explain the leader and follower in recreational therapy practice.

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

**♦ The Nature Continuum: Exploring Evidence Based Practice Using Nature And Recreational Therapy** **(F3)**

This session will explore the use of nature as a form of active treatment for recreational therapy interventions. We will look at ways to enhance the practice of RT using evidence-based practice and mechanisms of the people-plant interaction. The presentation will suggest a continuum of nature and nature interventions using the following modalities: horticulture/gardening, horticultural therapy, and wilderness-based interventions. We will review relevant theories and concepts that support nature-based interventions. During the session, the presenter will offer strategies and guidelines for the successful implementation of nature-based programs. Participants will also gain an understanding how to incorporate nature-based RT interventions into programs serving clients from a variety of diagnostic groupings. Learning Objectives: Participants will be able to: 1) Identify three benefits of using nature in recreational therapy interventions, 2) Discuss at least two theories supporting the use of nature as a recreational therapy intervention, 3) Discuss three levels of the nature continuum that can be utilized for recreational therapy interventions.

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

**Dinner On Your Own!**

**Guided Hike Option Will Be Available For Interested Participants After 3:15 Session**

FRIDAY, APRIL 19

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 REGISTRATION

# 8:30 -10:00 CONCURRENT SESSIONS

**♦ RT Business 101: How To Start And Run Your Own Recreational Therapy Business** **(G1) (Part 1 of 2)**

Learn what it takes to start and run your own recreational therapy business whether that be brick and mortar or online. Learn about entrepreneurship and how creating more RT businesses will advance our profession, how to legally form and run a business, how to brand and market your services and/or products, how to use social media, SEO and joint ventures to grow your brand, and learn more helpful tools you can use for your business. In this session we will form groups to practice creating our own fictitious businesses. Learning Objectives: Participants will be able to: 1) Identify the six main business structures and which one is best for a RT business idea, 2) Identify at least five ways to best market and grow a RT business, 3) Develop a basic business plan for a RT business.

*Nathan Lamaster, CTRS, SMART CEUs Hub,LLC*

**♦ From Clinical To Camp: Trauma-Informed Toolkit For Recreational Therapists In Outdoor Adventure (G2) (Part 1 of 2)**

This session will provide a foundational knowledge of Adverse Childhood Experiences (ACE’s) and the impact of trauma on youth and their human development, especially in underserved youth. The session will explore a variety of evidence-based practices that are incorporated strategically in an outdoor adventure trauma-informed setting, that have proved efficacy in building resiliency through utilizing the CD-RISC (Connor-Davidson Resilience Scale) and will provide a current model that a program utilizes to engage participants, especially youth, to empower, to offer space to heal, to improve overall health, and build autonomy and resiliency so that they may lead more purposefully and fulfilling lives. The session will also provide the opportunity to explore the process of developing and integrating a recreational therapy service plan of operation into the outdoor adventure setting, including administering assessment, planning, facilitating, and modifying interventions and programming to the client’s goals, internship development, and documentation of services including but not limited to creating individualized treatment plans with community partners, documenting progress towards goals, and creating a discharge/transition plan that can be utilized by the partnering agencies into the already existing program and partnership models. Learning Objectives: Participants will be able to: 1) Identify three tools that can be utilized when dealing with challenges from trauma-affected youth, 2) Identify at least one recreational therapy intervention used in the outdoor setting, 3) Identify how to integrate at least one recreational therapy professional competency and best practice into an outdoor adventure setting.

*Kari McConnell, MS, CTRS, Life Adventure Center Of The Bluegrass*

**♦ The Importance Of Recreational Therapy In Schools As A Related Service Requirement (G3)**

This session will provide collected data, insight from both students and staff, and programmatic ideas on the importance of providing recreational therapy programs for elementary and middle school grade levels in a school setting. While recreational therapy is a related service stated under the Individuals With Disabilities Education Improvement Act (IDEAIA), lack of knowledge of the growing profession undermines the importance of including recreational therapy on a students Individualized Education Program (IEP). This session seeks to provide information to students, first-time practitioners, and even experienced therapists advocating for the field of recreational therapy in the school system. Learning Objectives: Participants will be able to: 1) Identify three areas where recreational therapy programs can assist in achieving student educational goals and the importance of being included on an individualized Education Program (IEP), 2)Identify three areas where recreational therapy may benefit student success alongside more established related service providers such as occupational therapists and speech therapist, 3) Identify at least one physical, social, and emotional benefit of recreational therapy among various emotional disabilities.

*Alexa Go, CTRS, The Episcopal Center for Children, Creative Care Therapy, LLC*

**♦ Flourishing Through Leisure: Using A Recreational Therapy Practice Model To Evaluate Improved Well-Being (G4)**

This presentation covers the creation of Camp RAD (Recreation for Adolescents with Disabilities) and the use of the APIE process in a camp setting. Specific focus will be given to a study that analyzed qualitative data on caregiver’s perceived benefits of a therapeutic camp on well-being using the Flourishing Through Leisure Model. Practitioners will gain an understanding of the population served by Camp RAD, the assessment, planning, and evaluation of a camp program, and using a model to design, deliver, and evaluate RT services. Camp RAD is partnered with Georgia Southern and uses students as the caregivers during camp. Students assess and create individual treatment plans (ITPs) for each camper under their care. The design of camp provides the ability for students to gain hands on experience connected to their curriculum. This session provides an outline of using a camp program paired with college curriculum to provide therapeutic services in a community setting. Learning Objectives: Participants will be able to: 1) Identify three benefits of using the WHO ICF in recreational therapy practice, 2) Identify two ways to examine a recreational therapy program using the framework of the Flourishing Through Leisure Model, 3) Name three benefits of participating in a recreational therapy based camp.

*Abigail Greer, Georgia Southern University*

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

# 10:00 – 10:15 BREAK

# 10:15-11:45 CONCURRENT SESSIONS

**♦ RT Business 101: How To Start And Run Your Own Recreational Therapy Business** **(H1) (Part 2 of 2)**

See description of (G1)

*Nathan Lamaster, CTRS, SMART CEUs Hub,LLC*

**♦ From Clinical To Camp: Trauma-Informed Toolkit For Recreational Therapists In Outdoor Adventure (Part 2 of 2) (H2)**

See description of (*G2)*

*Kari McConnell, MS, CTRS, Life Adventure Center Of The Bluegrass*

**♦ The Impact Of A Physical Activity Intervention On Cognition Through Recreational Therapy Services In Public Schools (H3)**

This session will examine the outcomes of a physical activity intervention for youth with disabilities in the school setting. Research on this topic was conducted through the Therapeutic Recreation in Public Schools (Project TRiPS) program affiliated with the University of Tennessee. Participants will gain an understanding of Project TRiPS and the benefits of physical activity and recreational therapy services in schools. An overview of the study will be outlined, including the instrumentation and methodology that was used. Participants will gain an understanding of how data was collected, how the results were interpreted, as well as the design and outcomes of the physical activity intervention. Learning Objectives: Participants will be able to: 1) Explain at least one physical activity intervention used with individuals with disabilities through recreational therapy services, 2) Identify at least one cognitive functioning assessment used with individuals with disabilities through recreational therapy services, 3) Identify at least two benefits of physical activity achieved through recreational therapy services.

*Carlie Simms, University of Tennessee*

*Natalie Burr, University of Tennessee*

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

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

**♦ Disruptive Behaviors: How To Stay Safe As A Recreational Therapist** **(H4)**

This session will discuss safety in the healthcare setting. An overview will be provided of diagnosis that can lead to disruptive behaviors often seen by recreational therapists. Discussion and practice of tools and tactics that can be used to assist in staying safe as a recreational therapist when faced with the disruptive patient will be reviewed. Learning Objectives: Participants will be able to: 1) Identify all levels of stress displayed by disruptive participants in recreational therapy programming, 2) Identify at least one appropriate response the recreational therapist should make to address levels of stress displayed by disruptive participants, 3) Identify at least one diagnosis that may make a patient more likely to display disruptive behavior during recreational therapy programming.

*Rebecca Halioua, CTRS, Charlie Norwood VAMC*

# 11:45 – 12:00 BREAK

# 12:00-1:00 GENERAL SESSION

**♦ Servant Leadership And The Recreational Therapist: Exploring Connections** **(K3)**

 ***Ann James Award Winner Session - 2018 Symposium***

Servant leadership is an oft overlooked style of leadership because it is so contrary to many cultural influences that affect our society today. In reality, there are many concepts of servant leadership that are directly relatable to the practice of recreational therapy. This session will explore the concept of servant leadership by defining several key terms and wrestling with the overarching concepts behind this leadership style. In addition to defining the key terms, ten characteristics as identified by Larry Spears will be explored and compared to facilitation techniques employed by recreational therapists. The session will close by examining how the characteristics of servant leadership can be utilized by recreational therapists in a wide variety of practice settings with a wide variety of client types. Learning Objectives: Participants will be able to: 1) Verbally define servant leadership, 2) Verbally state the questions that form the test of servant leadership, 3) Provide three examples of how recreational therapists can utilize the characteristics of servant leadership.

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

# 1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES

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