SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM



**April 8-10, 2020**

**Sheraton Myrtle Beach Convention Center**

**Myrtle Beach, SC**

AGENDA

## WEDNESDAY, APRIL 8

# 9:30 - 12:45 REGISTRATION OPEN

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

♦ **Communication And Establishing Your Connections: How You Can Relate To Others In Recreational Therapy Practice (K1)**

Connections are made every day using various modes in how we “connect” within recreational therapy practice. Recognizing your own mannerisms and methods in how you connect with others bring a relational style about yourself. We all have relational communication tendencies or preferences. This session will provide the recreational therapist a variety of tools in which they will be able to identify relational styles within themselves and appreciate complimentary relational styles within others. Encouraging engagement and the use of stories bring great value within your daily practice. Becoming aware of your communication style and preference will allow for improved teamwork and working better effectively with others. Learning Objectives: Participants will be able to: 1) Identify with two relational styles to better understand yourself and others in RT practice, 2) Provide an example of an effective tool to promote effective connections among peers/clients within RT practice, 3) Identify two to three benefits of story sharing among clients/co-workers to promote engagement within RT practice.

*Marilyn Radatz, MS, CTRS, Department Of Veterans Affairs Medical Center – Salem, Virginia*

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

# 2:45 - 4:15 CONCURRENT SESSIONS

**♦** **Culture Change: Recreational Therapy As An Intergenerational Treatment Approach (Part 1 of 2) (A1)**

This session will focus on providing intergenerational education, interventions, and hands on approaches to active treatment for clients living with mental illness in an inpatient recreational therapy setting. Participants will have the opportunity to experience and facilitate leisure programming activities with proven techniques and functional outcomes. Learning Objectives: Participants will be able to: 1) Provide at least one example of evidence-based practices in RT when delivering treatment oriented service to clients from various generations, 2) Engage in at least one hands on activity during the session to demonstrate knowledge of intervention resources within intergenerational settings, 3) Identify at least one way in which RT professionals can assist clients of all ages in learning together and acquiring new skills using cross generational activities.

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

# ♦ Developing A Community Non-Profit Organization For Recreational Therapy Programs (A2)

This session will cover the basics of developing and maintaining a non-profit organization for the purpose of implementing recreation therapy based programs that lead to improved health outcomes, meaningful participation, and adapted sports for persons disabilities. A non-profit was established and a capital campaign of $2 million dollars completed. Partnerships were then developed with a university and numerous community stakeholders. On-going programs have been developed in the areas of fitness for persons with intellectual disabilities and older persons, veteran adapted sports, and Miracle League baseball. Highlights will include developing non-profits in RT, formalizing partnerships with RT university curriculums, and developing pre and post-test strategies for measuring outcomes. Learning Objectives: Participants will be able to: 1) Identify five critical milestones for starting a nonprofit utilizing RT, 2) Identify three strategies for implementation of RT in community non-profits, 3) Identify four approaches to measuring RT outcomes.

*Dan Johnson, PhD, LRT/CTRS, University of North Carolina – Wilmington*

*Hayley Sink, MPA, ACCESS of Wilmington*

**♦ Bridging The Gap For Survivors And Caregivers Of Brain Injury Through Recreational Therapy (A3)**

One of the world’s biggest public health problems is Traumatic Brain Injury (TBI). It is often referred to as the “silent epidemic” due to the numerous complications and problems caused by the injury yet often are not visible or understood. This session will highlight an overview of many challenges survivors and family members experience after TBI and will focus on needs well beyond acute rehabilitation. This interactive discussion will give an in-depth overview of how recreational therapists can significantly impact the recovery/rehabilitation, education, and advocacy for survivors and their family in the long run. Learning Objectives: Participants will be able to: 1) Identify four areas that should be assessed by recreational therapists for setting goals and plan of care that impact long term recovery after traumatic brain injury, 2) Describe how a recreational therapist can utilize understanding the flow of cognition to write goals and implement interventions for improved outcomes for the survivor and family, 3) Identify five major areas of how the recreational therapist can assist with bridging the gap for survivors and their family for long term success.

*Lisa Morgan, CTRS, Chattanooga Area Brain Injury Association*

**♦ Virtual Reality: A Person-Centered Recreational Therapy Approach To Long-Term Care (A4)**

This session will examine the feasibility, usability, and functionality of using virtual reality as a treatment modality with patients in long-term care. This session will also explore findings of a collaborative pilot study among researchers and a recreational therapist concerning the exploration of virtual reality as a treatment modality. Limited research exists in the recreational therapy literature and this session will provide insight into the implications, outcomes, experiences of patients, and perspectives from the research team. An overview of this study will be outlined, including the virtual reality system, games, apps, etc. and method used for data collection. Learning Objectives: Participants will be able to: 1) Provide a definition of virtual reality as it applies to recreational therapy, 2) Provide two examples of the appropriateness of using virtual reality in recreational therapy with older adults in long-term care, 3) Identify at least three adaptations for using virtual reality in recreational therapy with older adults and other populations.

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

*Linsey Hearn, MS, CTRS, Holston Health & Rehabilitation Center*

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

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

**4:15 – 4:30 BREAK**

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

**♦ Culture Change: Recreational Therapy As An Intergenerational Treatment Approach (Part 2 of 2) (B1)**

See Session A1 for description.

*Markeeta Wilkerson, CTRS, Western State Hospital*

**♦ Yoga For Adults With Intellectual And Developmental Disabilities: Evidence-Based Lessons And Techniques For Recreational Therapists (B2)**

Evidence-based techniques related to planning and implementing yoga for adults with intellectual and developmental disabilities (IDD) will be addressed. Solutions for challenges associated with assessing and evaluating functional outcomes among adults with IDD will also be discussed. Information shared during this session could be transferable to recreational therapists who provide yoga (or are interested in providing yoga) as part of recreational therapy services for individuals with IDD in various settings. Learning Objectives: Participants will be able to: 1) Verbally identify two strategies a recreational therapist can use to facilitate an autonomy-supportive environment during yoga, 2) Verbally identify two strategies a recreational therapist could use to manage participants’ self-stimming, overstimulation, or disruptive behaviors during yoga, 3) Verbally identify two standardized assessments recommended for recreational therapists to use when evaluating adults with intellectual and developmental disabilities’ physical functioning.

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

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

*Kaitlin Mueller, MS, CTRS, Clemson University*

# ♦ The Case For Recreational Therapy Licensure (B3)

This session will provide attendees with a basic understanding regarding the advancement of licensure and credentialing within the field of recreational therapy, the rationale for pursuing licensure within our profession, as well as the current status of licensure with the United States and Canada. Learning Objectives: Participants will be able to: 1) Verbally articulate the difference between licensure, certification, and registration, 2) Describe the rationale for RT licensure in all states, 3) Describe one recent legislative action against RT licensure.

*Cliff Burnham, CTRS, FDRT, Rivendell Behavioral Health Hospital*

*Anne Richard, MS,LRT/CTRS, Executive Director, National Council For Therapeutic Recreation Certification*

**♦ Best Practices For Recreational Therapy In Older Adult Settings (B4)**

Baby boomers, dementia, loneliness, purpose, falls, depression, etc. The list goes on of the common topics surrounding older adults across the world. We need recreational therapy to be a part of these conversations! Educators, students, and practitioners all play a unique role in driving the RT profession to the table. Utilizing the guidance of the NCTRC Job Task Areas, this session will provide the necessary tools and skills to improve overall RT service delivery. How can CTRS’ provide best practices for diverse older adult populations? Apply evidence and theory in practice? Assess, plan, implement, and obtain functional outcomes in all domains? What are future recommendations for modern programming and job growth in these settings? The ATRA Vision Statement is to have a world where ALL people have access to RT. Be a part of the movement to make this vision a reality. It all starts with you! Learning Objectives: Participants will be able to: 1) Provide examples of how to utilize evidence and theory based practice in daily RT service delivery, 2) Identify at least three best practices for RT in older adult settings directly related to the NCTRC Job Task Areas, 3) Identify three areas for future RT recommendations for growth and programming specific to older adult populations.

*Laura Kelly, MS,CTRS, Sterling Estates Senior Living*

## THURSDAY, APRIL 9

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 THURSDAY DAILY REGISTRATION

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

**♦ Interprofessional Education And Community-Engaged Learning: Transforming Learning For Tomorrow’s Recreational Therapists (C1)**

Interprofessional education and community-engaged learning is an appealing learning context for students from diverse allied health programs to learn from, with and about each other. This session provides an overview of interprofessional education core competencies and reviews strategies for recreational therapy practitioners and educators to initiate creative and mutually beneficial partnerships. Learning Objectives: Participants will be able to: 1) Identify the Core Competencies for Interprofessional Collaborative Practice important to competency in recreational therapy, 2) Distinguish the operational components of interprofessional education and community-engaged learning, 3) Discuss three methods of incorporating Interprofessional Education in recreation therapy curriculum .

*Kelly Ramella, MA, CTRS, Arizona State University*

*Beth Dietrich, EdD, CTRS, Phoenix VA Healthcare System*

**♦ Recreational Therapy’s Role While Working With Individuals Experiencing Post Traumatic Stress Disorder (C2)**

This session will provide an overview of Post-Traumatic Stress Disorder (PTSD) signs and symptoms. PTSD is known primarily among our military population, however there are other populations who have experienced a traumatic event and share similar symptoms. Assessment and program development are pivotal components within your recreation therapy treatment when working with individuals who experience PTSD. Learning Objectives: Participants will be able to: 1) Identify three signs/symptoms of PTSD in daily RT practice, 2) Identify two to three therapeutic interventions to incorporate within recreation therapy programming among individuals who experience PTSD, 3) Identify two to three risk factors that may inhibit an individual’s participation in recreational therapy programming among individuals who experience PTSD.

*Marilyn Radatz, MS, CTRS, Department Of Veterans Affairs Medical Center – Salem, Virginia*

**♦ Adaptive Sports Competencies For Recreational Therapists (C3)**

This session will review the 9 core competencies of adaptive sports and recreation practice, as conceptualized by Blaze Sports America and their associated Certified Adaptive Recreation Sport Specialist curriculum. Core competencies include 1) an understanding of the history of adaptive sports and related laws/regulations, 2) knowledge of disability and disability awareness, 3) the benefits of adaptive physical activity and recreation, 4) program planning, implementation and evaluation, 5) marketing and communications, 6) partnership building, 7) risk management and injury prevention, 8) accessible facilities, and 9) adaptive equipment. The discussion of competencies will be contextualized for recreational therapy practice, especially in relation to the program assessment, planning, implementation, and evaluation competency, as this competency has the potential to set us apart from other recreation professionals who provide adaptive sport services. Learning Objectives: Participants will be able to: 1) Identify two levels of adaptive sport certification for recreational therapists, 2) Discuss the 9 core competencies of adaptive sports and recreation for recreational therapists, 3) Demonstrate an understanding of the recreational therapy (APIE) process in adaptive sport and recreation practice.

*Jasmine Townsend, PhD, CTRS, CARSS-I, Clemson University*

**♦ Recreational Therapists’ Use Of Yoga As A Therapeutic Modality (C4)**

Recreational therapists often use yoga as a therapeutic modality when targeting physical and psychosocial outcomes among patient populations. Thus, it is important that recreational therapists understand the differences between the use of yoga as a modality versus the facilitation of yoga therapy. This session will introduce attendees to (a) yoga as a modality in recreation therapy; and (b) yoga therapy, and the Certified International Association of Yoga Therapy (C-IAYT) credential. Results from two research studies exploring how and why recreational therapists’ and C-IAYTs’ use yoga in clinical practice will be discussed. Attendees will learn about the benefits and opportunities associated with recreational therapists obtaining the C-IAYT credential, as well as the eligibility requirements and educational competencies required for becoming a C-IAYT. The potential for co-treatment between recreational therapists and C-IAYTAs will also be discussed. Learning Objectives: Participants will be able to: 1) Verbally describe two differences between yoga therapy and yoga as a modality in recreational therapy practice, 2) Verbally identify the eight steps required for obtaining the International Association of Yoga Therapists yoga therapist (C-IAYT) certification, 3) Verbally identify two benefits associated with obtaining the C-IAYT credential.

*Alicia Pola, MS, CTRS, CCLS, Florida International University*

*Tania Santiago Perez, MS, CTRS, Florida International University*

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

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

*Arelene Schmid, PhD, OTR, Colorado State University*

*Abigail Wiles, CTRS, RYT, CrossFit BangBANG, Anderson Yoga Center*

**♦ Recreational Therapy For Rural Youth At-Risk In A Community Outdoor Setting (C5)**

This session will examine how youth who are at-risk of not reaching their full potential can benefit from an experiential education recreational therapy program in an outdoor setting and the positive impacts they can contribute to their community. Students in a rural school for alternative learning were introduced to opportunities at a local state park for volunteer hours, and observation and interactions with the environment. Program directors from a local YMCA implemented the program during and after school hours with the support from the county school board, local businesses, juvenile court, and teachers and principals of the alternative learning center. Individuals attending will gain an understanding of the implementation for an outdoor experiential education recreational therapy program developed for a rural youth population. Learning Objectives: Participants will be able to: 1) Identify one local community partner and their contribution to recreational therapy, 2) Identify at least one way youth at-risk can benefit from recreational therapy in an outdoor setting, 3) Name one implementation strategy for recreational therapy in an outdoor setting.

*Jodi Anderson, University of Tennessee*

*Sophie Lowe, University of Tennessee*

**10:00 – 10:15 BREAK**

**10:15 – 11:45 CONCURRENT SESSIONS**

**♦ *Wayne Pollock Ethics Session –* A Practical Approach To Ethical Dilemmas In Recreational Therapy (D1)**

When was the last time you thought of a work issue in reflection to the ethical principles recreational therapists are supposed to follow? Is it more often that you would like? Less often? Are you aware of and do you practice the 10 principles found in ATRA’s Code of Ethics? This session will provide a brief review of the ethical principles and practice guidelines that steer our profession and engage participants in experiential activities and sharing of ethical dilemmas and decision-making models. Learning Objectives: Participants will be able to: 1) Verbally identify a minimum of three ethical principles and their application in the recreational therapy workplace, 2) Demonstrate understanding of an ethical decision-making model used by recreational therapists when faced with ethical dilemmas, 3) Verbally apply principles of the ATRA Code Of Ethics in response to two actual ethical situations a recreational therapist may encounter.

*Al Kaye, MS, CTRS, FDRT, CBIS, Patricia Neal Rehab Center At Ft. Sanders Regional Medical Center*

*Maureen Meador, CTRS, Shepherd Center*

*Wayne Pollock, PhD, CTRS,FDRT Virginia Wesleyan University*

**♦ Evidence-Based Research For Recreational Therapists When Addressing The Negative Stressors Experienced By Older Adults When Transitioning Into Long-Term Care (D2)**

Family members’ perception of stressors present in older adults during the transition into long-term care provides insight into optimizing this transition. This interactive presentation will detail a research project involving family members of older adults who transitioned into long-term care. Top reasons for older adults transitioning to the long-term care facility and their family members’ perceptions on the stress levels during that move will be outlined along with additional results from the study. This session will conclude with an interactive discussion relating this research to the RT practitioner working with the geriatric population. Implications to recreational therapy practice in the community, assisted living, long-term care, and sub-acute rehabilitation settings will be discussed. Learning Objectives: Participants will be able to: 1) Identify three problems or circumstances that led to the need for an older adult to transition from the community into a long-term care facility, 2) Provide a detailed explanation of the differences between various continuum of care facilities for older adults where recreational therapists often work (i.e. adult day center, assisted living, sub-acute rehab, SNF), 3) Articulate in small groups three ways recreational therapy services can assist an older adult in the transitional process.

*Kaitlin Mueller, MS,CTRS, Clemson University*

**♦ Complimentary Alternative Medicine For All: A Paradigm Shift From Individual To Community Based CAM In Recreational Therapy Practice (D3)**

In this session individuals will gain knowledge on how to engage team members and recreational therapy participants in person directed recreation, increase resiliency, and overall well-being for their environment, team and population. Individuals will understand the definition of trauma, and how complementary and alternative methods can provide an environment of growth and healing when trauma is involved. This will be accomplished through an introduction on how to navigate complementary and alternative methods, often known as medicines or CAM in our field. You ask why CAM and recreation therapy? You will leave this session asking why not. Learning Objectives: Participants will be able to: 1) Understand the definition of trauma and identify how trauma informed care resources, 2) Identify at least four forms of complimentary alternative methods to utilize as interventions for team members and recreational therapy participants, 3) Understand how behavior is a form of communication, and identify two forms of complimentary alternative methods used in recreational therapy that work for specific needs based on what is being communicated.

*Olivia Mogab, CTRS, Certified Dementia Capable Care Instructor, Vivage Senior Living*

**♦ I Tie Flies In My Sleep:** **A Personal Account Of How Recreational Therapy Saved A Veteran’s Life That Was Diagnosed With Posttraumatic Stress Disorder (D4)**

This will be an interactive lecture with time for questions and answers where the speaker details his experience as a combat medic who returned from a year in Iraq (2004 to 2005). The speaker will discuss his subsequent diagnosis with PTSD and how his symptoms manifested in real life as well as the effect they had on his family. Through his experiences, the speaker was introduced to a fly-fishing program as a recreational therapy intervention. This started him on the path toward healing and eventually lead to his decision to pursue a career in recreational therapy. Learning Objectives: Participants will be able to: 1) Identify at least two significant elements of recreational therapy in regards to treating veterans with PTSD, 2) Identify at least two philosophical foundations for building a recreational therapy program to offer individuals with PTSD, 3) Identify at least three specific recreational therapy interventions to implement for individuals with PTSD.

*Warren Price, MS, Oneida School District*

**♦ More Than Survival: Examining The Relationship Between Organizational Culture And “Thriving” Among Recreational Therapists (D5)**

There is a direct correlation between the culture of an organization and the ability of its employees to thrive (Carter, Smith & O’Morrow, 2014). “Thriving is identified as the psychological state in which individuals experience both a sense of vitality and learning (Porath, Spreitzer, Gibson, & Garnett, 2011). A healthy organizational culture in which employees can thrive is essential to the success of contemporary health care among recreational therapy organizations (Brazil, Wakefield, Clutier, Tennen & Hall, 2010; Waller, Wozencroft, & Scott, 2019). Ultimately, the healthier the culture of the organization, employees will thrive more and perform better. Subsequently, organizational and patient/client-centered outcomes improve (Brazil et al., 2010; Helfrich, Li, Mohr, Metrko & Sales, 2007) and organizational citizenship on the part of employees is enhanced (Li, Liu, Han, & Zhang, 2016). To date, there have been few studies that examine the relationship between the culture of recreational therapy agencies and factors that allow their employees to thrive. In this session we will examine both the trappings of positive, healthy organizational cultures and factors within the culture that allow employees to thrive. To buttress discussion about the aforementioned topics we will discuss the findings of our 2020 study that examines the culture within recreation therapy agencies and “thriving” among recreational therapists. Learning Objectives: Participants will be able to: 1) Discuss three outcomes when the culture of the recreational therapy organization is healthy and non-toxic, 2) Name at least three factors that contribute to the ability of recreational therapists to thrive in their respective organizations, 3) Discuss three inclusive strategies that employees and managers of recreational therapy organizations can implement to create and sustain a healthy workplace culture.

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

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

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

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

♦ **Thomas Skalko Advocacy Luncheon – Advocacy In Recreational Therapy – Everyone Has A Role (K2)**

In this session, we will explore the idea of advocacy in recreational therapy with specific emphasis on how individuals can become advocates for the profession. While we use the word advocacy quite frequently, there can be misunderstandings about what it means to be an advocate along with an expectation that “that’s someone else’s job”. In reality, we are all responsible for being advocates for our clients and our profession. This session will identify why we need advocates within recreational therapy, concrete ways that we can all be articulate advocates for recreational therapy, and discuss current advocacy efforts within the field. Learning Objectives: Participants will be able to: 1) Identify three benefits of advocacy within recreational therapy, 2) Identify three advocacy tasks that recreational therapy can complete, 3) Identify three current advocacy efforts withing recreational therapy.

*Brent Wolfe, PhD, CTRS,FDRT, Georgia Southern University, ATRA Executive Director*

**1:30 – 3:00 CONCURRENT SESSIONS**

**♦** **Care For the Professional: Understanding And Planning For Secondary Trauma – A Secondary Trauma Toolkit For Recreational Therapy Professionals (Part 1 of 2) (E1)**

As a professional helping others have you experienced the inability to refuel and regenerate? Having nothing left to give? This session will explore the normal consequences of working in a high stress setting and the impact on practitioners who have an intense desire to help someone who is suffering due to traumatic events and the natural behaviors resulting from providing ongoing social-emotional support for clients. The session will examine how to use “what we know” to stay well ourselves as well as promote wellness in our organization as we experience secondary trauma. This lesson is also transferable to the individuals you serve. Learning Objectives: Participants will be able to: 1) Demonstrate understanding of three symptoms of secondary trauma as a recreational therapy professional, 2) Identify at least three strategies recreational therapists can use for self-care for themselves and within their agency, 3) Identify three recreational therapy transferable skills to help self, organization and individuals served in wellness related to trauma.

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

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

♦ **Putting The Recreational Therapist Into The aRTs (E2)**

This session will address accessibility in the arts and the implementation of sensory friendly programming, audio description, assisted listening devices, large print programs and other accommodations that can be utilized in the arts and elsewhere. Led by an entrepreneurial recreational therapist who works in a highly nontraditional setting (a symphony) discussion will surround advocating for our field, educating others, and advancing the profession through the promotion and marketing of unique programming. Information will also be provided on the creation of a volunteer community Arts Accessibility Group to dialogue on inclusion in the arts. Learning Objectives: Participants will be able to: 1) Identify two reasons an adaptive arts program should be created in a community, 2) Identify a minimum of three accommodations that recreational therapists can utilize within the arts to support patrons with disabling conditions, 3) Identify two marketing and promotion techniques to advocate for inclusion activities

*Alexandra Arpajian, MS, LRT/CTRS,CPRP, Winston-Salem Symphony*

**♦ NCTRC – The Future (E3)**

This session will focus on various aspects of NCTRC including the recent standards changes, an overview of projects that NCTRC is involved in, a look at the 2019 CTRS Profile Study, professional pride in the credential, and projects for the future within credentialing. Learning Objectives: Participants will be able to: 1) Explain the purpose of NCTRC in the therapeutic recreation profession, 2) Discuss at least three updates from the 2019 CTRS Profile Study, 3) List three projects NCTRC is currently involved in to move into the future.

*Anne Richard, MS,LRT/CTRS, Executive Director, National Council For Therapeutic Recreation Certification*

♦ **Developing Social Narratives As A Component Of Recreational Therapy Programs (E4)**

Youth with developmental disabilities have reduced motor skills and increased sedentary behaviors compared to their peers. Improving motor skills is a critical component of recreational therapy programs for this population as this may increase the physical activity levels while also reducing the risk of chronic conditions. It remains unclear as to the best strategies for improving motor skills. One pragmatic strategy is to use social narratives. Social narratives are simple stories that provide visual representation for appropriate behavior in social settings. This presentation will provide background information on social narratives as part of a treatment plan in recreational therapy. Additionally, it provides information about how to identify and develop the social narrative for clients. Finally, it provides a real time opportunity for clinicians to develop a social narrative. Learning Objectives: Participants will be able to: 1) List three types of a social narrative used in recreational therapy, 2) List three benefits of using social narratives in recreational therapy programs, 3) Create a social narrative for use in participants’ RT program.

*Vincent Nocera, MS, University of Tennessee*

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

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

♦ **Transforming An Activities Department Into A Recreational Therapy Department: Culture Change And Integrating Into Long Term Healthcare Systems (E5)**

As long-term care facilities continue to add therapeutic recreation specialists to their staff or replace activities directors with recreational therapists, we must examine the changing culture within these long-term healthcare systems and how we, as service providers must facilitate these changes. This session will arm those tasked with these changes within these practice settings by providing them with minimum standards of practice and specific and appropriate models of TR/RT service delivery. It will cover facilitation approaches and the role/function of other health/human service professionals in this culture change. These prescribed changes will demonstrate the professionalism of recreational therapy practice and help promote/market the profession in a meaningful manner. Learning Objectives: Participants will be able to: 1) Identify at least three components that will help facilitate culture change in the long-term healthcare setting while developing a recreational therapy department, 2) Identify at least three barriers to culture change in the long-term healthcare setting while developing a recreational therapy department, 3) Articulate why the changes prescribed in the session will demonstrate the professionalism of recreational therapy practice and help promote/market the profession in a meaningful manner.

*Laurence Evans, CTRS, Gatlinburg Recreation Department*

**3:00 – 3:15 BREAK**

# 3:15 – 4:45 CONCURRENT SESSIONS

**♦ Care For the Professional: Understanding And Planning For Secondary Trauma – A Secondary Trauma Toolkit For Recreational Therapy Professionals (Part 2 of 2) (F1)**

See session E1 for description.

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

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

♦ **Data Reflects Recreational Therapists Are Beginning To Evolve, Come See How (F2)**

The North Carolina Board Of Recreational Therapy Licensure (NCBRTL) is noting slight changes in recreational therapy job roles, where recreational therapists work, and where recreational therapists get additional training. Data collected by NCBRTL shows job roles, places of employment and continuing education pursuits are shifting. Are you keeping up with the new trends? Learning Objectives: Participants will be able to: 1) Identify two different ways data reflects a change in recreational therapy practice, 2) Identify two trends noted from the Survey on Recreational Therapy Continuing Education, 3) Identify two changes in recreational therapy job roles and places of employment in recent years.

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

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

**♦** **Use Of Magic As A Therapeutic Intervention In Recreational Therapy (F3)**

***Ann James 2019 Award Session***

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*

**♦ ATRA – Empowering Recreational Therapists (F4)**

Within the profession of recreational therapy, the American Therapeutic Recreation Association is the only professional organization supporting the issue pertinent to ALL recreational therapists. This session will describe current trends within the field of recreational therapy and how ATRA is uniquely positioned to aid recreational therapists as they encounter and wrestle with these different professional issues. Particular attention will be given to current trends and issues relevant to recreational therapy and how recreation therapists can be on the cutting edge of advancing the profession. Finally, this session will highlight several reasons how all recreational therapists benefit when we all support a single mission in the advancement of our profession, and how individuals can get involved and make a difference. Learning Objectives: Participants will be able to: 1) Verbally identify at least three of the current trends within the field of recreational therapy, 2) Verbally identify the mission and vision of ATRA, 3) Verbally identify one reason why an individual should join ATRA.

*Brent Wolfe, PhD, CTRS,FDRT, Georgia Southern University, ATRA Executive Director*

**♦ Recreational Therapy And Inclusion: Continuum Of Service In Parks And Recreation (F5)**

This session will explore one community parks and recreation department and how it offers recreational therapy programs, inclusion accommodations, accessibility assessment and training to meet the needs of individuals with disabilities in the community. This continuum of services is delivered by CTRS’s, After-School Program Specialist, ADA Coordinator, behavioral specialist and paraprofessionals. Learn how these staff assess needs, determine services, conduct facility assessment, implement recreational therapy programs and educate general parks and recreation professionals about working with individuals with disabilities. Learning Objectives: Participants will be able to: 1) Identify three specific roles the recreational therapist plays in providing the continuum of service in a community setting, 2) Identify four components of a community based recreational therapy continuum of service, 3) Identify three documentation methods used by recreational therapists in a community setting.

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

FRIDAY, APRIL 10

# 7:30 – 8:30 CONTINENTAL BREAKFAST

# 8:00 - 8:30 FRIDAY DAILY REGISTRATION

# 8:30 -10:00 CONCURRENT SESSIONS

**♦ Recreational Therapy Business 101: The Business Education That You Missed In School** **(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. Be prepared to learn and have fun! Learning Objectives: Participants will be able to: 1) Identify the six main business structures and which one is best for your RT business idea, 2) Identify at least five ways to best market and grow a RT business, 3) Create a basic business plan for a RT business.

*Nathan Lamaster, CTRS, SMART CEUs Hub,LLC, My CEU Wallet, RecTherapyJobs.com*

**♦ Recreational Therapy And Autism: Perspectives Of Service Providers (G2)**

This session will encourage conversation on barriers to serving those with Autism Spectrum Disorder (ASD), how to better program for individuals with ASD, and strategies to use during programs. This session will take a “think, pair, share” approach to learning where participants will be encouraged to share their perceptions and experiences with serving the ASD population. Interactive group discussions will be encouraged, focusing on how various styles of programs and settings can be developed into inclusive programs for those with ASD. While discussing ways of overcoming obstacles to providing services, we will be focusing on expanding foundational knowledge, as well as supplementing the implementation of interventions for individuals with ASD. Learning Objectives: Participants will be able to: 1) Identify three obstacles to providing RT services for individuals with ASD, 2) Provide an example of how to adapt an existing RT program to serve those with ASD, 3) Identify two strategies to implement during RT programs for individuals with ASD.

*Kelsey Webb, University of Tennessee*

*Darrien Watson, University of Tennessee*

**♦ “I Want To Make A Difference”: Simple And Effective Techniques To Advocate For Your Recreational Therapy Practice And Field (G3)**

Despite over 7 decades of growth and accomplishments, the need to promote the field of recreational therapy as a legitimate treatment modality is far from over as the new millennium has brought greater challenges and goals. The 2014 NCTRC Job Analysis Survey identifies “Awareness and Advocacy” as one of 10 job task domains of RT practitioners. Multiple job expectations and demands, however, make it challenging for RT practitioners to find feasible and effective ways to advocate for the RT field and practice in today’s fast paced environment. Therefore, this session will describe specific, simple, and time-efficient examples of advocacy that RT practitioners can implement to advance the field as well as one’s practice in RT. Techniques include short, do-able, and proven actions that can advance the RT profession by promoting legislation, expanding existing and new RT programs, increasing evidence-based practice, building opportunities for mentorship, creating community partnerships, and enhancing occupational prestige. Learning Objectives: Participants will be able to: 1) State at least five professional accomplishments of the recreational therapy field over the last 70 years, 2) Identify at least five current critical issues related to the recreational therapy field that need awareness and advocacy, 3) Identify at least five specific techniques that recreational therapists can implement to address the issues in their own settings and the RT field.

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

**♦ Complement Your RT Competence! Results And Implications From The ATRA Delphi And Competency Study (G4)**

How competent are you as a recreational therapist? How competent are we as a profession? Come to this session to learn about the results and implications of the ATRA Delphi and Competencies Study. You may have been a participant in this study! This study was a comprehensive, two-part, multi-year study and the first to explore current RT practice at a micro-competency level. This session will present findings related to specific diagnostic populations served; interventions/modalities, techniques, standardized assessment tools, and theories utilized; education, training, and counseling topics in treatment; and on-the-horizon treatment and issues. You will discover areas of practice that RT has high competence, moderate competence, and low competence. The session will discuss how the profession can harness our practice strengths and bolster areas that need improvement. Learning Objectives: Participants will be able to: 1) List seven specific competency areas in recreational therapy, 2) Describe at least four ways that ATRA plans to use the competency data to empower recreational therapists, 3) Explain the method used for determining the recreational therapy competency list.

*Brent Hawkins, PhD, CTRS, Clemson University*

# 10:00 – 10:15 BREAK

# 10:15-11:45 CONCURRENT SESSIONS

**♦ Recreational Therapy Business 101: The Business Education That You Missed In School (H1) (Part 2 of 2)**

See session G1 for description.

*Nathan Lamaster, CTRS, SMART CEUs Hub,LLC, My CEU Wallet, RecTherapyJobs.com*

**♦ Use Of Teambuilding Skills As A Recreational Therapy Intervention To Foster Connections And Deeper Discussions In A Mental Health Setting (H2)**

Teambuilding brings people together in a fun manner that encourages collaboration and teamwork. This session will introduce participants to various teambuilding skill related activities to use as a recreational therapy intervention in a mental health setting. This session will educate participants on the importance of teambuilding skill related interventions and protocols that focus on improving patient’s communication skills, problem solving skills, and decision-making skills. Learning Objectives: Participants will be able to: 1) Identify three ways that teambuilding can be an effective form of recreational therapy treatment in a mental health setting, 2) List two measurable goals for patients in a teambuilding group to use in recreational therapy interventions, 3) Identify three recreational therapy interventions that focuses on the benefits of using teambuilding activities to achieve patient outcomes.

*Kayla Craft, LRT/CTRS, Cherry Hospital*

*Ruby Sims, LRT/CTRS, Cherry Hospital*

**♦ The Ties That Bind In Recreational Therapy: Creating Lifelong Networks (H3)**

This session focuses on the various ways in which recreational therapists can connect from education in the university setting, to internship, to the workplace, and through lifelong learning. Specifically, it touches on the need for internships to set up affiliation agreements for RT providers to be sure their sites are linear with NCTRC standards and ATRA competencies. When universities and students form relationships with RT providers during service-learning opportunities, it can foster ongoing personal connections between current interns and RTs in that site, as well as create resources for future RT students to contact in the future. The session will discuss creating internships, and internship manuals and how to maintain appropriate connections with students and workers in the future. Learning Objectives: Participants will be able to: 1) Identify at least two ways in which internship supervisors can positively connect with their former RT students, 2) Identify at least two things to include in a RT internship manual , 3) Evaluate RT internship affiliation agreements based on ATRA and NCTRC standards.

*Summer Matics, MA,CTRS, Catawba Hospital*

*James Newman, PhD, CTRS, Radford University*

**♦ Bellyak: What It Is And How It Can Be Utilized In Recreational Therapy** **(H4)**

The Bellyak was invented by Adam Masters of Asheville, NC. Created as fun, new way to experience watersports, it quickly filled a niche in the paddling world to enable paddlers with disabilities to get on the water with their peers. This session will discuss Bellyak and how it can be used in recreational therapy. Discussion will include target populations, adaptive needs and logistics to consider. In particular this session will also discuss how the discovery of the Bellyak impacted the life of a teenager with cerebral palsy. Learning Objectives: Participants will be able to: 1) Identify three physical, social or emotional benefits of using the Bellyak as a RT intervention/activity for clients with disabilities, 2) Identify at least two client groups who would benefit from Bellyak use in Rt practice, 3) Identify at least two adaptations/modifications that may be necessary to use the Bellyak in RT settings.

*Tammy Lea, M.Ed, CTRS, Gwinett County Government*

# 11:45 – 12:00 BREAK

# 12:00-1:00 GENERAL SESSION

**♦ No One Left Behind: Bringing The Humanity Back To Healthcare, What Our Consumers Need Recreational Therapists To Know** **(K3)**

Life changed for Marka Danielle Rodgers eight years ago when a driver ran a red light and t-boned her car in which she sustained an injury resulting in her being an incomplete quadriplegic. Marka has a 50-year history of dance performance and dance education including teaching and performing in concert dance, television and musical theatre. Marka utilizes her dance and yoga training as well as all her other experiences with movement and medicine to create an innovative approach to all types of dance, yoga and rehabilitation including modified yoga for people of all interests and abilities. Please join us as Marka shares how she is brining humanity back to health care and advocating making change in the community through teaching others that they are not limited by their diagnosis and educating healthcare providers on what therapists need to know from a consumer perspective. Learning Objectives: Participants will be able to: 1) State the difference between complete and incomplete spinal cord injuries, 2) Identify three ways recreational therapists can advocate for their client, 3) Name three ways recreational therapists can help clients overcome perceived limitations due to a diagnosis of a physical disability.

*Marka Danielle Rodgers, Certified Yoga and Accessible Yoga Instructor and Peer Mentor with Roper Hospital; The Medical University of South Carolina; and the South Carolina Spinal Cord Injury Association*

# 1:00 CLOSING, FINAL EVALUATION, DOOR PRIZES

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