

# 2021 Southeast Recreational Therapy Symposium

APRIL 26 - MAY 25, 2021

# SRTS 2021

*Virtual Conference*

"TRADING CHALLENGE FOR  
OPPORTUNITY THROUGH INNOVATION,  
COLLABORATION AND GROWTH"

# “Trading Challenge for Opportunity Through Innovation, Collaboration and Growth”

Welcome to the Southeast Recreational Therapy Symposium. This year our conference is being held virtually and allows you the freedom to view sessions, learn new skills and gain valuable CEU's based on your schedule, as the sessions are pre-recorded and available on-demand for you to access between April 26 and May 25, 2021.

Whova is the platform that will be used for this year's virtual symposium. Once registered you can download the Whova app to your smart device or access the website from your computer.

Professional registration includes CEU fees. For Continuing Education Units (CEU's), you will submit a midterm session identification code at the end of each session through the session evaluation. You can earn up to 2.2 CEU's.

*All Sessions Have Been Approved for CEU's by ATRA – 4/12/21*

**April 26th Live Opening Session and Keynote  
6:30 pm—8:30 pm**

**“Empowering Recreational Therapists”  
Dr. Brent Wolfe, CTRS, FDRT**



## **Session #1: ATRA – Empowering Recreational Therapists (60 minutes)**

**Brent D. Wolfe PhD, CTRS, FDRT**

Advancement of the Profession: Within the profession of Recreational Therapy, the American Therapeutic Recreation Association is the only professional organization supporting the issues pertinent to ALL Recreational Therapists. This session will describe current trends within the field of Recreational Therapy and how ATRA is uniquely positioned to aid Recreational Therapists as they encounter and wrestle with these different professional issues. Particular attention will be given to current trends and issues relevant to Recreational Therapy and how Recreational 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 Outcomes**

Upon completion of this session, the participant will be able to:

- a. Verbally identify at least three of the current trends within the field of Recreational Therapy.
- b. Verbally identify the mission and vision of ATRA.
- c. Verbally identify one reason why they should join ATRA

## **Session #2: The Role of Recreational Therapists in Promoting Community Participation among Transition-aged Youth with Intellectual and Developmental Disabilities (90 minutes)**

**Tania Santiago Perez, MS CTRS    Brandi M. Crowe PhD, LRT/CTRS**

According to the World Health Organization, community participation is an important indicator of health and quality of life. One client population that needs support to achieve successful community participation are individuals with intellectual and developmental disabilities (IDD) transitioning from adolescence to adulthood. Transition-aged youth (TAY) with IDD experience challenges with community participation as they age and transition from school to community life. Recreational therapy is positioned to support successful community participation among TAY with IDD. In this session, participants will be introduced to the evidence on recreational therapist-led programs and interventions aimed at improving community participation among TAY with IDD. Barriers, facilitators, and current best practices related to community participation for TAY with IDD will be discussed. Participants will gain insight into how recreational therapists can plan and implement community participation programs for TAY with IDD using the APIE-D process. Job Analysis Areas: • Assessment Process (Selections and Implementation of Assessment or Assessment Domains) • Documentation (Individualized Intervention Plan or Discharge/ Transition Plan) • Implementation (Selection of Programs or Modalities and/or Interventions).

### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify two barriers to community participation among transition-aged youth with intellectual and developmental disabilities that should be considered when designing recreational therapy community participation programs for this client population
- b. Identify two facilitators of community participation among transition-aged youth with intellectual and developmental disabilities that should be considered when designing recreational therapy community participation programs for this client population.



- c. Identify two evidence-based programs or interventions led by recreational therapists that can be implemented to improve community participation among TAY with IDD.
- d. Identify at least one consideration for each step of the APIE-D process when designing recreational therapy community participation programs for transition-aged youth with intellectual and developmental disabilities.

### **Session #3: Addressing Spirituality in the Recreational Therapy Treatment Process (90 minutes)**

**Kaitlyn Powalie MS, CTRS**

Models are a part of recreational therapists' foundational knowledge and guide the practice of recreational therapy. Most recent models include spirituality as a domain of health and well-being, yet we see very little discussion in the literature on how to address spirituality with patients/clients. The content of this session addresses the use of spirituality throughout the whole treatment process. This session will offer suggestions on how recreational therapists are currently perceiving and incorporating spirituality into practice, as well as offer some suggestions for how to address spirituality with patients/clients without crossing professional boundaries.

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Demonstrate an understanding of the role of spirituality in RT patient/client care.
- b. Identify at least three modalities for addressing spirituality in RT.
- c. Identify the difference between spirituality and religion, and how their differences influence the role of spirituality as a RT modality

### **Session #4: Maximizing Digital Access in Recreational Therapy (90 minutes)**

**Marsha Schwanke MS, CTRS**

Ensuring access to Recreational Therapy programs, research, and media (online and print) is integral for service delivery and effective communication. However, "missing pieces" often prevent equal access and limit equal opportunity to the Web for people with disabilities. 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, documenting, and sharing "content" on your RT programs and materials. Be part of the solution to maximize access for a diverse audience, the community, and RT by identifying the basic concepts, outlining best practices, and describing practical resources that help you promote digital access in APIE, RT Foundational Knowledge, and the Advancement of the RT Profession.

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify at least three basic concepts to integrate digital access in the practice and service delivery of Recreational Therapy.
- b. Outline three common barriers to digital access for people with disabilities in the practice and service delivery of Recreational Therapy.
- c. Describe two tools or methods to evaluate digital access in in the practice and service delivery of Recreational Therapy.

**Session #5: Yoga for Adults with Intellectual and Developmental Disabilities: Evidence-based Lessons and Techniques for Recreational Therapists (90 minutes)**

**Brandi Crowe PhD, LRT/CTRS, Marieke Van Puymbroeck PhD, CTRS, FDRT,  
Kaitlin Mueller MS, CTRS**

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 Outcomes**

Upon completion of this session, the participant will be able to:

- a. Verbally identify two strategies a recreational therapist can use to facilitate an autonomy-supportive environment during yoga.
- b. Verbally identify two strategies a recreational therapist could use to manage participants' self-stimulating, overstimulation, or disruptive behaviors during yoga.
- c. Verbally identify two standardized assessments recommended for recreational therapists to use when evaluating adults with intellectual and developmental disabilities' physical functioning.

**Session #6: Use of teambuilding skills as a Recreational Therapy intervention to foster connections and deeper discussions in a mental health setting. (90 minutes)**

**Kayla Craft LRT/CTRS Ruby Sims LRT/CTRS**

Teambuilding brings people together in a fun manner that encourages collaboration and team work. 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 Outcomes**

Upon completion of this session, the participant will be able to:

- a. identify three ways that teambuilding can be an effective form of recreational therapy treatment in a mental health setting.
- b. list two measurable goals for patients in a teambuilding group to use in recreational therapy interventions.
- c. identify three recreational therapy interventions that focuses on the benefits of using teambuilding activities to achieve patient outcomes.

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### **Session #7: Putting the RT into the Arts (90 minutes)**

**Alexandra Arpajian MS, LRT/CTRS, CPRP**

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. This knowledge will help to advance the Recreational Therapy profession. Led by an entrepreneurial recreational therapist who has worked in highly nontraditional settings such as a symphony and music nonprofits, discussion will surround advocating for our field, educating others, and advancing the profession through promotion and marketing.

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify a minimum of three accommodations that recreation therapists can use within the arts to support patrons with disabilities.
- b. Identify three steps toward developing and implementing a sensory friendly program for individuals with Autism Spectrum Disorder.
- c. Identify three new assistive technology tools to aid in providing accommodations for individuals with disabilities

### **Session #8: Developing Social Narratives as a Component of Recreational Therapy Programs (90 minutes)**

**Vincenzo G. Nocera Ph.D., CTRS    Dawn P. Coe Ph.D., FACSM    Angela J. Wozencroft Ph.D., CTRS**

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 of social narratives. Social narratives are simple stories that provide visual representation for appropriate behavior in social settings. This presentation aims to provide background information on social narratives as part of a treatment plan in therapeutic recreation. Additionally, it provides information about how to identify and develop the correct social narrative for clients. Finally, it provides a real time opportunity for clinicians to develop a social narrative.

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. List three types of a social narrative used in recreational therapy
- b. List three benefits of using social narratives in recreational therapy programs
- c. Create a social narrative for use in participants' recreational therapy program

## **Session #9: Use of Magic as a Therapeutic Intervention in Recreational Therapy (90 minutes)**

**Leandra Bedini PhD, LRT/CTRS, FDRT      Kaitlyn Powalio MS, CTRS**

Although few, research studies on using magic as a therapeutic intervention indicate that it is a successful treatment technique in the practice of RT that can increase therapeutic outcomes such as self-esteem, self-confidence, social interaction skills, fine/gross motor skills, cognitive skills, academic skills, and coping skills. Recreational therapy is a prime treatment service to provide this intervention. This session is designed to guide CTRSs in the implementation of this intervention for instructing participants on the rationale, techniques, and applications of 4-6 magic tricks using common items (i.e., money, rubber bands, etc.) 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 via PowerPoint and video will include step by step instructions for teaching to clients, skills required to perform it, facilitation considerations for CTRS, specific therapeutic outcomes addressed, and suggestions for adaptations and modifications. In addition, specific case examples will be shared.

### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. to state a cogent rationale for using magic as an outcome-based, therapeutic intervention in recreational therapy
- b. identify steps required to perform and teach at least four magic tricks for use in recreational therapy
- c. state at least two adaptation/modifications per trick for use in recreational therapy

## **Session #10: 5 Steps to Creating a RT Virtual Internship (90 minutes)**

**Alexandra Arpajian MS, LRT/CTRS, CPRP      Brent Hawkins PHD, LRT/CTRS, FDRT**

**Dan Johnson PhD, LRT/CTRS**

Are you seeking to develop the next leaders in recreational therapy but intimidated by how to translate fieldwork experiences into a virtual format? Let us help you create an exceptional virtual internship experience in 5 steps. This session will discuss the experiences of the University of North Carolina Wilmington staff and faculty, who created a virtual internship for their recreation therapy students. Topics in this session will include funding, policies and procedures, marketing, program structure and implementation, and program evaluation

### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify 5 steps to establishing a successful virtual internship program for recreational therapy students
- b. Identify 3 community partners to aid in recruitment of either interns or participants for their recreational therapy internship program.
- c. Identify 3 evidenced-based recreational therapy modalities that can be utilized successfully for treatment in virtual telehealth sessions.

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**Session #11: Evidence-based Research for Recreational Therapists Addressing the Negative Stress Experienced by Older Adults When Transitioning into Long-term Care (60 minutes)**

**Kaitlin Mueller MS, CTRS**

Family members' perception of stressors present for older adults during the transition into long-term care provides insight into optimizing this transition. This informative 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 brainstorming points of implementation for the RT practitioner working with the geriatric population. Practical ways to implement in recreational therapy practice in the community, assisted living, long-term care, and sub-acute rehabilitation settings will be discussed.

**Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. 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.
- b. 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)
- c. Articulate 3 modalities to implement as recreational therapy services to assist an older adult in the transitional process.



**Session #12: A Practical Approach to Ethical Dilemmas in Recreational Therapy (60 minutes)**

**Al Kaye CTRS, FDRT, CBIS    Maureen Meador, CTRS    Wayne Pollock Ph.D, CTRS, FDRT**

When was the last time you thought of a work issue in relation to the ethical principles recreational therapists are expected to follow? Is it more often than 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 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 Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify in writing a minimum of three ethical principles and their application in the recreational therapy workplace.
- b. Demonstrate understanding of an ethical decision-making model used by recreational therapists when faced with ethical dilemmas.
- c. Demonstrate in writing the ability to apply principles of the ATRA code of ethics in response to three case studies a recreational therapist may encounter.



### **Session #13: North Carolina Recreational Therapy Virtual Internship Guidelines (90 minutes)**

Megan Janke Ph.D., LRT/CTRS      Jennifer Hinton Ph.D., LRT/CTRS

Candace Ashton Ph.D., LRT/CTRS

The Covid-19 pandemic led to many challenges with recreational therapy internships, including causing many sites to move to remote delivery. Academics and clinicians in the state of North Carolina met to develop guidelines for remote internships to ensure that students who complete internships with integrated telehealth components have similar clinical experiences to those who complete a typical face-to-face internship that meets NCTRC requirements. In this session, we will discuss the process by which these guidelines were developed, initial training considerations for remote internships, and review potential assignments and responsibilities for interns in virtual internships that address each of the NCTRC Job Analysis task areas

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Describe why initial training in remote internships is important for both the supervisor and the student to ensure compliance with clinical procedures and effective Recreational Therapy programs
- b. Identify at least three issues to consider regarding the planning and implementation of remote Recreational Therapy services for interns working remotely.
- c. Provide an example of how student interns can complete assignments and demonstrate competency in several job task areas of Recreational Therapy while completing a remote internship experience.

### **Session #14: I Tie Flies in My Sleep: How Recreational Therapy Saved a Veteran's Life That Was Diagnosed with Posttraumatic Stress Disorder (90 minutes)**

Warren Price, MS

This will be an instructive lecture 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 (Assessment Process). Through his experiences, the speaker was introduced to a fly-fishing program as a recreational therapy intervention (Implementation/Administration of RT Service). This started him on a path toward healing and eventually led to his decision to pursue a career in recreational therapy (Advancement of Profession).

#### **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify at least two significant elements of recreational therapy in regards to treating Veterans with PTSD.
- b. Identify at least two philosophical foundations for building a recreational therapy program to offer individuals with PTSD.
- c. Identify at least three specific recreational therapy interventions to implement for individuals with PTSD.

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**Session #15: Communication and Establishing Your Connections: How You Can Relate to Others in Recreational Therapy Practice (90 minutes)**

**Marilyn Radatz, MS, CTRS**

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 preferences will allow for improved teamwork and working better effectively with others.



**Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify with 2 relational styles to better understand yourself and others in RT practice.
- b. Provide an example of an effective tool to promote effective connections among peers/clients within RT practice.
- c. Identify 2-3 benefits of story sharing among clients/co-workers to promote engagement within RT practice.

**Session #16: More Than Survival: Examining the Relationship Between Organizational Culture and “Thriving” Among Recreational Therapists (60 minutes)**

**Steven N. Waller, PhD, CPRP**

**Angela J. Wozencroft, PhD, CTRS**

**Jason L. Scott, PhD, CTRS**

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 defined 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 elaborate upon the findings of our 2020 study that examines the culture within recreation therapy agencies and “thriving” among recreational therapists. (NCTRC Content Areas Addressed: Administration of TR/RT Service - Budgeting/Fiscal Management, Administration of TR/RT Service - Personnel/Intern/Volunteer Management)

## **Learning Outcomes**

Upon completion of this session, the participant will be able to:

- a. Identify three outcomes when the culture of the recreational therapy organization is healthy and non-toxic.
- b. Name at least three factors that contribute to the ability of recreational therapists to thrive in their respective organizations.
- c. List three inclusive strategies that employees and managers of recreational therapy organizations can implement to create and sustain a healthy workplace culture.

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## SRTS EVALUATION PROCESS

1. **Individual Session Evaluations** can be accessed on Whova app at the end of each session and must be completed to earn CEU's.
2. **Over Symposium Evaluation** will be emailed to you or you can use this link [https://ecu.az1.qualtrics.com/jfe/form/SV\\_9EnI7KKrEACcTsm](https://ecu.az1.qualtrics.com/jfe/form/SV_9EnI7KKrEACcTsm)

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We look forward to seeing you at the

# 2022 Symposium

April 13-15

Sheraton Myrtle Beach Convention Center

Myrtle Beach, South Carolina



**SRTS**

SOUTHEAST RECREATIONAL  
**THERAPY** SYMPOSIUM