

Reflecting, Renewing, Re-imagining *Recreational Therapy*



In-Person April 13 – 15, 2022 – Myrtle Beach, SC

On-Demand Virtual Sessions Available April 18 – May 6, 2022

SRTS

SOUTHEAST RECREATIONAL
THERAPY SYMPOSIUM

All sessions have been
pre-approved for CEUs ~ 3/9/22

2022 Symposium Schedule At A Glance

Wednesday, April 13

8:30 am – 4:30 pm	Registration
1:00 pm – 2:30 pm	Opening Session – (Welcome and Keynote Speaker)
2:30 – 2:45 pm	Break
2:45 pm – 4:15 pm	Concurrent Sessions
4:15 pm – 4:30 pm	Break
4:30 pm – 6:00 pm	Concurrent Sessions
6:00 pm	Dinner on your own

Thursday April 14

7:30 am – 4:00 pm	Registration
8:30 am – 10:00 am	Concurrent Sessions
10:00 am – 10:15 Am	Break
10:15 am – 11:45 am	Concurrent Sessions
11:45 am – 12:45 pm	Lunch (Box lunches provided)
12:45 pm – 2:00 pm	General Session – (Keynote Speaker and Announcements/Giveaways)
2:00 pm – 2:15 pm	Break
2:15 pm – 3:45 pm	Concurrent Sessions
3:45 pm – 4:00 pm	Break
4:00 pm – 5:30 pm	Concurrent Sessions
5:30 pm	Dinner on your own

Friday, April 15

7:30 am – 11:00 am	Registration
8:30 am – 10:00 am	Concurrent Sessions
10:00 am – 10:15 am	Break
10:15 am – 11:45 am	Concurrent Sessions
11:45 am – 12:00 noon	Break
12:00 pm – 1:00 pm	Closing Session – (Keynote speaker)

Monday, April 18 – Friday, May 6 On-Demand Pre-Recorded Virtual Sessions

Wednesday, April 13, 2022



8:30 am – 4:30 pm Registration in Commons Area

1:00 – 2:30 pm Welcome and Keynote Address

Battling Burnout: Tools to Support Resiliency, Mental Health, and Well-being for Recreational Therapists ~ (#21) Ballroom A, B & C

Angela Wozencroft, PhD, CTRS Brent Wolfe, Ph.D., LRT, CTRS, FDRT
Marieke Van Puymbroeck, Ph.D., CTRS, FDRT

Rates of burnout and turnover continue to rise in all professions due to a myriad of reasons. As a result, healthcare systems are increasingly prioritizing the care and well-being of front-line staff. Burnout is defined as the emotional exhaustion that results in depersonalization and decreased personal accomplishment at work. Recreational therapists in particular are at risk of burnout as they frequently work closely with patients with complex physical, emotional, and social needs whose cases require an intentional focus on relationship building. A panel discussion will engage a conversation addressing strategies and tools for increasing well-being, self-care, and resiliency in their mental health.

Learning Outcomes

- Identify two self-care methods to manage work related burnout and environmental stressors in their jobs as recreational therapists
- Identify two symptoms of compassion fatigue and burnout commonly found in recreational therapy settings.
- Identify two challenges facing RT practitioners relating to work, and environmental stressors.

2:30 – 2:45 pm Break

2:45 – 4:15 pm Concurrent Sessions

Virtual Recreational Therapy in a Community Setting: What We Learned During COVID-19 and Where We Go from Here ~ (#1) Ballroom A

William (Bill) Parker, CTRS Casey King, CTRS

We will explore the COVID-19 pandemic and how the City of Virginia Beach Therapeutic Recreation Programs & Inclusion Services Unit adapted to the use of virtual programming to keep their participants, as well as their families, physically, mentally and socially connected. Program implementation, as well as the administrative aspects of staffing and fiscal management will be addressed as areas related to the NCTRC Job Analysis. The Unit's collaboration with Somerset County, New Jersey's Therapeutic Recreation Department will be highlighted, and attendees will also be given the opportunity to discuss their experiences with virtual programming to provide further examples for consideration. Finally, we will discuss the future and where our Unit plans to go from here.

Learning Outcomes

- Identify at least one challenge and one positive aspect their agency might experience as a result of adding virtual recreational therapy programming opportunities.
- Identify 1-2 types of virtual recreational therapy programs that would be effective in their agencies in the future.
- Identify at least 2 areas of training their recreational therapy staff would need to be successful in providing virtual programming.

Recreational Therapy Licensure in North America ~ (#9) Ballroom B

Anne Richard, MS, LRT, CTRS, FDRT, CAE Cliff Burnham, CTRS, FDRT

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 within the US and Canada.

Learning Outcomes

- Articulate the difference between licensure, certification, and registration for Recreational Therapy.
- State the primary reason for pursuing licensure for Recreational Therapy.
- List five steps toward licensure for Recreational Therapy.

Contract Recreational Therapy: A Viable Profession ~ (#13) Ballroom C

Brandon Van Dyck, Co-founder Lanai Therapies Dale Ernst, MS, CTRS

Jason L. Scott, PhD, CTRS

Note: This session is being offered twice. You will only receive CEU credit once for this session.

According to the NCTRC job analysis report, the majority of recreational therapists work in a variety of settings, serving the needs of diverse populations; however, there are a growing number of therapists working in contract recreational therapy (RT). In this session, we will provide a brief history of contract RT, an examination of the healthcare system as it relates to contract RT, reimbursement, and how to be a successful recreational therapist in a competitive industry. With the goal of increasing overall independence in the lives of individuals with cognitive and physical disabilities through goal-oriented community-based recreation therapy, contract recreational therapy is a viable profession. In addition, we will provide entrepreneurial strategies for running a contract RT business. This session will be conducted in lecture-discussion format. (NCTRC Content Areas Addressed: Administration of TR/RT Service - Budgeting/Fiscal Management, Administration of TR/RT Service - Personnel/Intern/Volunteer Management)

Learning Outcomes

- Identify three key areas of focus for understanding healthcare reimbursement
- Identify three strategies for becoming a RT contractor
- Identify three strategies for running a contract RT business

4:15 – 4:30 pm Break

4:30 – 6:00 pm Concurrent Sessions

NC Board of Recreational Therapy Licensure: Not Just a Credentialing Board, What Are the Misconceptions? ~ (#5) Ballroom A

Becky Garrett, LRT, CTRS, FDRT

Recreational Therapy state licensing is often misunderstood and disciplinary actions often come with confusion. This session will help participants understand the differences between the many recreational therapy organizations, title protection and the varying roles that govern our profession.

Learning Outcomes

- Identify two differences between “the purpose” and “the role” of NCBRTL (state licensing)
- State 3 Recreational Therapy professional organizations and identify their differences.
- Identify two ways to use recreational therapy credentials correctly.

Theory-Based Practice Within Physical Medicine & Rehabilitation Settings: Exploring Recreational Therapy Applications ~ (#6) Ballroom B

Rita Penniman, CTRS, RRT

Theories can seem difficult to understand without experience and “real-world” examples. This session builds upon foundational knowledge and aims to provide insight on how easily theory-based practice can be utilized in recreational therapy practice, specifically within physical medicine and rehabilitation settings. Participants will learn about theory-based practice and the benefits of exploring and using theories that apply to physical medicine and rehabilitation, discovering how to apply theories to the APIED process, and discussing how they have seen theories in action within practice. Overall, this session is intended to promote practitioner confidence and empower recreational therapists to enthusiastically implement theories every day.

Learning Outcomes

- Identify one benefit of theory-based practice and two theories that can apply to physical medicine and rehabilitation settings.
- Describe the application of one specific theory to the APIED process within recreational therapy practice.
- Identify one example of theory-based application within their own recreational therapy practice.

Identity First and Person First Language: Teaching and Using the Language of Ability in Recreational Therapy ~ (#7) Ballroom C

Jennifer L Hinton, Ph.D., LRT, CTRS, FDRT

Susan Wilson, PhD, CTRS

This session will include pedagogical approaches to teaching the intersection of the language of disability with models of disability, attitudes toward people with disabilities, and a newly revived focus on ableism in society. Identity first and person first approaches are explored. Both recreational therapy educators and practitioners will benefit from this refreshed look at how we use – and teach others to use- words about ability

Learning Outcomes

- State the connection between attitudes and terminology and give an example regarding how language shapes views of individuals with ability differences

- Describe at least 2 models of disability and how they influence the words practitioners use to describe individuals' abilities
- Look critically at media and how it has shaped perceptions; they will be able to name at least two sites where they can continue to educate themselves through social media campaigns

Thursday, April 14, 2022

7:30 am – 4:00 pm Registration in Commons Area



8:30 – 10:00 am Concurrent Sessions

Chair Chi: Seated Tai Chi for the Movement Impaired Populations. Adapted for Recreational Therapy ~ (#3) Ballroom A

Pat Griffith, Founder of Chair Chi and Certified Tai Chi Instructor, Level III

The techniques and exercises that you will learn from the Chair Chi will be adapted for Recreational Therapist to put into their foundational knowledge that can be applied to many formats. These can be for geriatrics, veterans with PTSD, mental health patients, children with ADHD, etc.

Learning Outcomes

- Demonstrate at least one warm up and cool down (Chi Gung) exercises of Chair Chi.
- State at least one benefit of chair chi exercises for a variety of populations (senior, Veterans, children, mental health patients, etc). For instance, Chair Chi can help relieve anxiety from veterans with PTSD
- Demonstrate the Chair Chi exercises from the Chair Chi form (dance) and state how they are all beneficial for Recreational Therapy.

National and State Advancements for Quality Internships in Recreational Therapy ~ (#9) Ballroom B

Jennifer L Hinton, Ph.D., LRT, CTRS, FDRT

The ATRA Quality Internships subcommittee was established in fall 2020 to establish thresholds for, and provide materials to assist in, improving the consistency and quality of recreational therapy internships nationally. This session will include updates on their progress, including defining the qualified internship supervisor, a template for agency internship manuals, and information about the upcoming internship supervisor training that is being developed for national dissemination. NCBRTL has been striving to improve the quality and consistency of the RT internship in NC for many years. The NCBRTL Board began meeting in earnest over the last two years, and has recently completed a three-part training session for internship supervisors. The training session focused on designing the internship manual including agency and department information, the internship application process, and the internship program specifics.

Learning Outcomes

- State the NCBRTL and updated NCTRC requirements for recreational therapy internship.

- State at least three assets of a qualified recreational therapy internship supervisor as defined by ATRA, and where the entire document can be found for reference.
- Describe the attributes of a quality internship manual from ATRA and through trainings provided by NCBRTL.
- Describe at least 3 reasons for the implementation of a national recreational therapy internship supervisor training.

Reimagining Recreational Therapist Staff Development: Self-Care Beyond the Bubble Bath ~ (#10) Ballroom C

Tara DeLong, MS, CTRS, CHES Jennifer Taylor, PhD, CTRS

Do what you love, love what you do. . . .easy right? Work stress, in-home responsibilities, pandemic uncertainty, and boredom could be taking their toll on both you and your staff's happiness. Join two recreational therapists for 90 minutes of exploring leisure experiences that restore, calm, and get your team back on the happiness track. We will explore self-care strategies and practices to implement in your life as a healthcare provider. Prepare to learn, grow and discover research-based techniques to address caregiver fatigue while enhancing your knowledge of trauma stewardship, self-compassion, and resiliency. Participants will receive a Happiness Toolkit, complete with a personalized self-care plan. Don't miss this chance to rec. therapy yourself while bringing self-care ideas back to your team to utilize for staff development. Staff development is a vital component of the Administration of RT services within the NCTRC Job Tasks to maintain healthy workplace environments for RTs.

Learning Outcomes

- Define the concepts of trauma stewardship and self-compassion in recreational therapy practice.
- Identify three opportunities to customize agency and recreational therapy department practices for resiliency.
- Develop two personalized tools to support effective sustainability and thriving when coping with caregiver fatigue in recreational therapy.

10:00 – 10:15 am Break

10:15 – 11:45 pm Concurrent Sessions

Bellyak: What it is and how it can be utilized in Recreational Therapy ~ (#11) Ballroom A

Tammy Lea, MS, CTRS

The Bellyak was invented by Adam Masters of Asheville, NC. Created as a 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 RT. 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. This session focuses on the Implementation area of RT practice as well as general knowledge

Learning Outcomes

- Identify three physical, social or emotional benefits of using the Bellyak as a Recreational Therapy intervention/activity for clients/patients with disabilities
- Identify at least two patients/clients who would benefit from Bellyak use in Recreational Therapy practice.
- Identify at least two adaptations/modifications that may be necessary to use the Bellyak in their Recreational Therapy settings.

Sexuality as Deviant Leisure: Recreation Therapy as a Vehicle for Sex Positive Conversations in Congregate Care Settings ~ (#2) Ballroom B

Jason Page, Ph.D. CTRS, Master CASAC

There is a complex relationship between sex and leisure (Berdychevsky & Carr, 2020), that often sees the topic fall into a grey zone for recreation therapists. Personal attitudes and professional concerns among care professionals and program administrators may expand this grey zone (Elias & Ryan, 2011; Haesler et al., 2016; Rowntree & Zufferey, 2015). Research suggests that such attitudes may see sexuality labelled as deviant and suppressed among those living in congregate care settings (Gomez, 2012). However, developing sex positive communication techniques among staff may improve sexual health and safety for residents (Burnes et al., 2017; Williams et al., 2013). This presentation offers a foundational examination of the role sex plays in America and Americans' leisure lifestyles. Then explores how conversations and policies about sexual activity among individuals living in care settings reinforce ideas related to deviance before exploring sex positive communication approaches that recreational therapists might employ in practice.

Learning Outcomes

- Describe the major elements of Nash's Concept of Leisure Time (1960) and how this relates to recreational therapy practice.
- Identify two or more factors leading to increased focus on sex as a leisure activity and why recreational therapists should be aware.
- Identify two concerns among care professionals and program administrators regarding sexual activity among service recipients and how these impact recreational therapy services.
- Identify at least two benefits of adopting a sex positive approach toward working with individuals in congregate care settings for recreational therapists.

Contract Recreational Therapy: A Viable Profession ~ (#13) Ballroom C

Brandon Van Dyck, Co-founder Lanai Therapies

Dale Ernst, MS, CTRS

Jason L. Scott, PhD, CTRS

Note: This session is being offered twice. You will only receive CEU credit once for this session.

According to the NCTRC job analysis report, the majority of recreational therapists work in a variety of settings, serving the needs of diverse populations; however, there are a growing number of therapists working in contract recreational therapy (RT). In this session, we will provide a brief history of contract RT, an examination of the healthcare system as it relates to contract RT, reimbursement, and how to be a successful recreational therapist in a competitive industry. With the goal of increasing overall independence in the lives of individuals with cognitive and physical disabilities through goal-oriented community-based recreation therapy, contract recreational therapy is a viable profession. In addition, we will provide entrepreneurial strategies for running a contract RT business. This session will be conducted in lecture-discussion format. (NCTRC Content Areas Addressed: Administration of TR/RT Service - Budgeting/Fiscal Management,

Administration of TR/RT Service - Personnel/Intern/Volunteer Management)

Learning Outcomes

- Identify three key areas of focus for understanding healthcare reimbursement
- Identify three strategies for becoming a RT contractor
- Identify three strategies for running a contract RT business

11:45 am – 12:45 pm Lunch – Box Lunches Provided



12:45 – 2:00 pm General Session and Keynote Presentation

NCTRC - Building on the Past to Support our Future ~ (#24) Ballroom A, B & C

Anne Richard, MS, LRT, CTRS, FDRT, CAE

This session will focus on how NCTRC has utilized the strength of its legacy to evolve through the provision of additional support and resources for applicants and certificants in the therapeutic recreation profession. The recent NCTRC changes related to technology, certification standards, corporate social responsibility initiatives, and the growth of relationships with international organizations within the profession will be discussed. It is hoped that attendees will gain awareness of how NCTRC continues to advance the profession and promote the protection of the public internationally.

Learning Outcomes

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

- Describe the role that NCTRC plays within the TR profession
- List 3 changes at NCTRC that are designed to support recreational therapy applicants and certificant
- State one way that NCTRC supports international growth of the CTRS credential.

2:00 – 2:15 pm Break



2:15 – 3:45 pm Concurrent Sessions

The Happiness Project: Implementing Recreational Therapy Service-learning via Telehealth During the Pandemic in LTC ~ (#14) Ballroom A

Jenn Taylor, PhD, CTRS

Lori Eldridge, PhD, LRT, CTRS

Alyssa Doughty, MS

Rapid changes were needed to continue service-learning projects for college students in long-term care settings during the pandemic. Inspired by the novel, “The Happiness Project” by Gretchen Rubin, a University Wisconsin-La Crosse (UWL) RT graduate student developed an evidence-based curriculum which was then implemented in an undergraduate RT course. This session will outline the UWL Happiness Project, a ten-week, telehealth program implemented between a skilled nursing facility in rural Wisconsin and the UWL Therapeutic Recreation Program. The innovative curriculum focuses on increasing feelings of happiness using PERMA, a theoretical model grounded in positive psychology. We look forward to sharing outcomes and valuable lessons learned amid the pandemic from long-term care residents as well as the next generation of recreational therapy students pursuing careers in the field. Finally, an overview of NCTRC Job Tasks addressed within the project, online course demonstration, and assignment development will be discussed.

Learning Outcomes

- Identify three lessons learned about recreational therapy telehealth service-learning projects during a pandemic.
- Verbalize two NCTRC Job Tasks addressed in RT course content developed for the UWL telehealth service-learning Happiness Project.
- State two psychosocial outcomes of older adult residents who participated in recreational therapy telehealth program.
- Describe two benefits of recreational therapy student participation in the intergenerational service-learning experience.

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 ~ (#15) Ballroom B

Warren Price, MS

Note: This session is the Ann James Award Winning Session from the 2021 SRTS and it is being offered in our On-Demand Virtual Sessions this year. You will only receive CEU credit once for this session.

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. 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. (Assessment Process)

Learning Outcomes

- Identify at least two significant elements of recreational therapy in regard to treating Veterans with PTSD

- Identify at least two philosophical foundations for building a recreational therapy program to offer individuals with PTSD.
- Identify at least three specific recreational therapy interventions to implement for individuals with PTSD.

Control Your Mental Health, Don't Let It Control You: Clinical Applications of Biofeedback and Neurofeedback in Recreational Therapy ~ (#17) Ballroom C

Matthew Fish, Ph.D., LRT, CTRS, LPCA, BCB Amelia Saul, Ph.D., LRT, CTRS

Note: This session is being offered twice. You will only receive CEU credit once for this session.

This session will provide foundational knowledge of stress management interventions for Recreational Therapists. Specifically, we will provide an overview of stress, the stress response, illness, and performance. Equally important, we will discuss how to assess clients using biofeedback and neurofeedback applications and explore how to implement techniques with applied examples in the recreational therapy setting. Next, we will examine training outcomes and evaluation methods. Lastly, we will discuss advancement of the profession and the pathways for Recreational Therapists to become Board Certified in Biofeedback. We will train session participants to use specific clinical (e.g., depression, anxiety, pain, behavioral disorders) and human performance (e.g., fatigue, optimal performance) applications for the recreational therapy setting. Participants will practice various applied techniques (e.g., meditation/mindfulness, autogenics, and biofeedback) and discover methods for assessment and evaluation. Ultimately, this session will demonstrate how Recreational Therapists can implement stress management and biofeedback techniques with their clients.

Learning Outcomes

- Demonstrate at least three stress management techniques that recreational therapy practitioners can implement with clients
- Identify at least three benefits of performing evidenced-based stress management interventions that recreational therapy practitioners can implement with clients.
- Identify at least three methods of assessment that recreational therapy practitioners can utilize for client evaluation.

3:45 – 4:00 pm Break

4:00 – 5:30 pm Concurrent Sessions

Private Practice in Recreational Therapy: Transforming Ideas into Action ~ (#20) Ballroom A

Laura Kelly, MS, CTRS

Have you ever considered private practice recreational therapy? Empower Recreational Therapy, LLC officially launched in May 2021 to improve the accessibility of recreational therapy services to adults aged 50+ in the home and throughout the North Atlanta community. The Founder, Laura Kelly, shares her personal and professional experiences to promote continued growth of the profession in the private sector. This session explores the steps to start your own business including planning, key financial decisions, legal compliance, liability insurance, branding,

strategic marketing priorities, growth opportunities, and more. Structure of session will include lecture, in-depth discussions, and helpful hand-outs to guide your future business endeavors.

Learning Outcomes

- Identify at least 3 initial steps to starting a private practice in Recreational Therapy
- Demonstrate an understanding of what the APIED process look like in the RT private sector and how to adapt it to meet the therapist, client, and family needs.
- Provide an example of a Recreational Therapy target audience and related concerns to develop strategic marketing priorities.

Complementary Alternative Medicine for all: A paradigm shift from Individual to Community based CAM within Recreational Therapy Practice ~ (#18) Ballroom B

Olivia Mogab, CTRS

In today's world, stress is all around us: at work, in the community, and at home. No matter if you are a participant, client, patient, or a Recreational Therapy Professional, we all need non-invasive ways to help us manage day to day challenges. In this session participants will walk away with the definition of trauma, and gain an understanding of how day to day stress and trauma may affect the delivery of services, in addition affect how someone may receive and perceive RT services. We will then walk through the process of how to engage employees and participants in person directed integrative wellness. Integrative Wellness is a collective of techniques which support mind, body and spirit. These techniques can help increase resiliency and overall well-being for you and those in your setting. We will show you how to establish this through combining Recreational Therapy and Complementary and Alternative Medicines.

Learning Outcomes

- Define Trauma and understand how it affects an individual's functional abilities, and the impact this has on facilitating Recreational Therapy programs.
- Identify a minimum of 3 ways that Integrative Wellness impacts Trauma Informed Care and the outcome this can have on Recreational Therapy.
- Demonstrate an understanding of how to assess, plan, implement, and evaluate at least 3 Integrative Wellness activities to participants and/or peers as a Recreational Therapist.

Recreational Therapy and Family Training: Shepherd Center's Approach to Educating Caregivers ~ (#19) Ballroom C

Maureen Meador, CTRS

Debbie Parrish, CTRS

Family involvement is key to recovery in a person with a brain injury. Shepherd Center, a rehabilitation hospital in Atlanta, Georgia offers education and training to family members within the continuum of care in its brain injury rehabilitation program. Proper family training equips the caregiver with the necessary tools to manage confidently the ongoing needs of their loved one. This session will examine the recreational therapist's role of training family members and caregivers using three key components of education: Demonstration, Discussion, and Delivering Resources.

Learning Outcomes

- Describe three key components of effective family training in a brain injury rehabilitation setting.
- Identify at least three recreational therapy resources to include in a family training session.
- Instruct through demonstration proper cueing in at least three different circumstances within recreational therapy treatment in a brain injury rehabilitation setting

Friday, April 15, 2022



7:30 am – 11:00 am Registration in Commons Area

8:30 – 10:00 am Concurrent Sessions

Nature: A Recreational Therapy Intervention for Mood Regulation and Stress Reduction ~ (#23) Ballroom A

Eric Oba, MTRS, CTRS

Come join us as we explore the many benefits of natural environments in our lives. Using natural environments has long been anecdotally encouraged to help people feel better, and here we will discuss some of the documented research to help support using these ideas as Recreational Therapy interventions. Join me as we take a walk on the green side and increase your Foundational Knowledge and awareness of potential programs and modalities that can be added to your toolkit as Recreational Therapists.

Learning Outcomes

- Under the lens of Attention Restoration Theory, identify 2 ways in which Recreational Therapists can utilize exposure and interaction with natural environments to help restore attention and reduce attention fatigue.
- Identify 2 RT interventions for incorporating natural environments in various populations.
- Identify 2 ways in which RT interventions using natural environments can help reduce rumination and encourage improvements in adults with depression.

Walk the Line: Understanding and Responding to Ethical Dilemmas in Recreational Therapy ~ (#22) Ballroom B

Maureen Meador, CTRS Becky Garrett, LRT, CTRS, FDRT

This session will provide a brief overview of the ATRA Code of ethics and ethical principles that guide recreational therapists to best practice. Attendees will delve into real life case studies involving ethical dilemmas of recreational therapists and examine the path from discovery to resolution.

Learning Outcomes

- Verbally identify a minimum of three ethical principles and their application in the scope of recreational therapy.
- Verbally define a distinction between misconduct and non-compliance in recreational therapy.
- Demonstrate verbally an understanding of two responses to ethical dilemmas in recreational therapy.

Examining the Relationship Between Job Satisfaction and “Thriving” Among Recreational Therapists ~ (#16) Ballroom C

Steven N. Waller, PhD, CPRP

Jason L. Scott, PhD, CTRS

Angela J. Wozencroft, PhD, CTRS

Haley Griffiths, PhD, CTRS

“Thriving” is defined as the psychological state in which individuals experience both a sense of vitality and learning (Porath, Spreitzer, Gibson, & Garnett, 2011) whereas job satisfaction involves an individual’s emotional-affective response to specific aspects of one’s job or his or her work overall (Locke, 1976; Smith, Kendall, & Hullin, 1969). A heightened sense of thriving has been linked to increased job satisfaction (Jiang, Z, Milia, Jiang, Y., Jiang, X., 2020). Workplaces fostering opportunities for employees to thrive can have a positive impact on individual careers which, ultimately, may bolster the organization’s overall service and performance (Nawaz et al., 2018; Niessen et al., 2012; Paterson et al., 2014; Porath et al., 2012). To date, there have been few studies that examine the relationship between job satisfaction and thriving in Recreational Therapists. In this session, we will discuss the findings of our 2020 national study that examines RTs job satisfaction and their level of thriving in the workplace. This session will be conducted in lecture-discussion format. (NCTRC Content Areas Addressed: Administration of TR/RT Service - Budgeting/Fiscal Management, Administration of TR/RT

Learning Outcomes

- Discuss three outcomes when recreational therapists are satisfied in their workplace.
- Name at least three factors that contribute to the ability of recreational therapists to thrive in their respective organizations.
- Identify their own levels of job satisfaction and thriving in their current workplace as a recreational therapist.

10:00 – 10:15 am Break

10:15 – 11:45 pm Concurrent Sessions

Recreational Therapy and Inclusion: Continuum of Service in Parks and Recreation ~ (#4) Ballroom A

Kathy Williams, CTRS

This session will explore one community parks and recreation department and how it offers recreational therapy programs, inclusion accommodations, accessibility assessments 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 assessments, implement recreational therapy programs and educate general parks and recreation professional about working with individuals with disabilities.

Learning Outcomes

- Identify three specific roles the recreational therapist plays in providing the continuum of service in a community setting.
- Identify four components of a community based recreational therapy continuum of service

- Identify three documentation methods used by recreational therapist in the community setting.

The Development of the Clinical Adventure Therapist Certification and Its Impact on Recreational Therapy ~ (#12)

Jesy Cordle, MS, LRT, CTRS, CCAT

Jennifer Hinton, Ph.D., LRT, CTRS, FDRT

The purpose of this session is to introduce the Certified Clinical Adventure Therapist (CCAT) credential that is being offered through the Association for Experiential Education and to discuss the continued development of the CCAT credential as it applies to recreational therapists. There will be an introduction to the CCAT, an overview of the requirements and recent changes, and the process for applying. In addition to this information, there will be an opportunity for participants to discuss perceived facilitators and barriers to receiving the CCAT and the relevancy of the CCAT for their individual recreational therapy practice. This presentation will address the future implementation of adventure based programming and adventure therapy in recreational therapy practice as well as addressing the advancement of recreational therapy in the field of adventure therapy.

Learning Outcomes

- Verbally describe the CCAT credential and identify how it relates to the implementation of adventure based programming in recreational therapy.
- Identify one area of continued advocacy for recreational therapists in the field of adventure therapy.
- Discuss potential facilitators and barriers to receiving the CCAT credential and its relevance to their recreational therapy practice.

Control Your Mental Health, Don't Let It Control You: Clinical Applications of Biofeedback and Neurofeedback in Recreational Therapy ~ (#17) Ballroom C

Matthew Fish, Ph.D., LRT, CTRS, LPCA, BCB

Amelia Saul, Ph.D., LRT, CTRS

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This session will provide foundational knowledge of stress management interventions for Recreational Therapists. Specifically, we will provide an overview of stress, the stress response, illness, and performance. Equally important, we will discuss how to assess clients using biofeedback and neurofeedback applications and explore how to implement techniques with applied examples in the recreational therapy setting. Next, we will examine training outcomes and evaluation methods. Lastly, we will discuss advancement of the profession and the pathways for Recreational Therapists to become Board Certified in Biofeedback. We will train session participants to use specific clinical (e.g., depression, anxiety, pain, behavioral disorders) and human performance (e.g., fatigue, optimal performance) applications for the recreational therapy setting. Participants will practice various applied techniques (e.g., meditation/mindfulness, autogenics, and biofeedback) and discover methods for assessment and evaluation. Ultimately, this session will demonstrate how Recreational Therapists can implement stress management and biofeedback techniques with their clients.

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- Identify at least three benefits of performing evidenced-based stress management interventions that recreational therapy practitioners can implement with clients.

- Identify at least three methods of assessment that recreational therapy practitioners can utilize for client evaluation.

11:45 am – 12:00 pm Break

12:00 – 1:00 pm Closing Session and Keynote Presentation

Finding your Sense of Empowerment: A Primer for Recreational Therapists ~ (#25) Ballrooms A, B & C

Brent Wolfe, PhD, LRT, CTRS, FDRT Tracy Crawford, CTRS, CPRP

At the heart of what every recreational therapist does is empowerment. We empower our clients to overcome barriers. We empower our clients to attempt new challenges. We empower our clients to enhance their quality of life. But who is empowering recreational therapists? Who is looking out for recreational therapists the way recreational therapists look out for others? The answer to this question is the American Therapeutic Recreation Association (ATRA). This session will look at the idea of how ATRA lives its mission to empower recreational therapists. Additionally, we will discuss ideas for self-care and how therapists can continue to grow and develop even as they are helping others grow and develop.

Learning Outcomes

- State ATRA's mission and vision
- List 3 ways ATRA helps to empower recreational therapists
- List 3 ways recreational therapists can seek empowerment through self-care

Please be sure to complete the evaluations for each session as well as the overall symposium evaluation.





Monday, April 18 - Friday, May 6

On-Demand Pre-Recorded Virtual Sessions

Session #1: Developing and Maintaining Program Partnerships for Recreational Therapy: A Qualitative Program Evaluation of a Veteran Songwriting Organization (60 minutes)

Danielle Lauber, PhD, CTRS

This session focuses on the importance of partnering RT services with existing community-based programs who serve military service members, veterans, and their families. The overall topic emphasizes both the Administration of TR/RT Service and the Advancement of the Profession. By focusing on a mixed-methods qualitative program evaluation, research is presented that highlights outcomes of a community-based songwriting program called Operation Song. Findings are presented to advocate both for the organization's independent merit in serving this population and to demonstrate an example of how qualitative program evaluation can be used in the administration of TR/RT services. By focusing the impacts of this specific organization towards the partnership potential of TR/RT services, discussion will take place emphasizing advocacy for military veterans. Many non-TR/RT organizations already exist to serve military veterans and their families. Partnering formal TR/RT services with these organizations has the potential to enhance community reintegration and resiliency for these veterans.

Learning Outcomes

- Identify at least one community-based program showing successful partnerships with recreational therapy services.
- Identify three steps of conducting a qualitative program outcomes evaluation to recreational therapy services.
- Provide one example of how evidence-based impacts of non-recreational therapy programs can be applied to recreational therapy community reintegration services for military veterans.

Session #2: Hardiness: A Blueprint Toward Enhanced Resilience for Recreational Therapy Participants and Professionals (60 minutes)

Jeff Witman, Ed.D., CTRS, FDRT

Psychological hardiness is associated with the ability to manage and respond to stressful life events with coping strategies that turn potentially unfortunate circumstances into learning opportunities. The 3 C's of hardiness- control, commitment and challenge- determine the extent to which individuals can cope with and grow from stress. These concepts provide a framework for RT professionals in their practice. Each concept has relevance to both promoting resilience in participants (Foundational Knowledge from NCTRC) and empowering professionals' advocacy and promotion efforts (NCTRC Advancement of the Profession).

Learning Outcomes

- Identify and describe an example related to RT participation of both the challenges (inherited vulnerabilities, acute stress, strain, personal ineffectiveness) and the potentials for growth (hardy attitudes, coping actions, social support and health practices) associated with hardiness.
- Give an example of how each hardiness component (control, commitment, challenge) can be utilized in the design and implementation of RT interventions.
- Identify three actions related to hardiness which would enhance advocacy and promotion efforts for RT at their agencies.

Session #3: Keys to Promoting Community Reintegration of Military Veterans through Recreational Therapy (60 minutes)

Brent Hawkins, LTR, CTRS, FDRT **Samantha Wang, LRT, CTRS**

Military veterans often experience challenges with reintegrating into the community post-deployment and post-discharge from their service. Recreational therapy has tremendous opportunity to assist in the reintegration process and facilitate their transition. Attend this session to learn about how recreational therapy can promote successful community reintegration and improve overall health among military veterans. This session will address Foundational Knowledge and Implementation content areas of the NCTRC Job Analysis.

Learning Outcomes

- Identify at least 4 key considerations for recreational therapy in the community reintegration process of military veterans.
- Summarize at least 3 research studies that can inform recreational therapy with military veterans.
- List at least 10 recreational therapy modalities and program elements to promote community reintegration of military veterans.

Session #4: “I Want to Make a Difference”: Simple and Effective Advocacy Techniques to Promote Recreational Therapy (60 minutes)

Leandra Bedini, PhD, LRT, CTRS, FDRT

Despite decades of growth and accomplishments, the need to promote the field of recreational therapy (RT) as a legitimate treatment modality still exists as new and greater healthcare challenges emerge. Although “Awareness and Advocacy” is listed as one of the 10 job task domains (2014 NCTRC Job Analysis Survey), diverse and increasing job expectations make it difficult for RT practitioners to find feasible ways to advocate themselves. However, we cannot (and should not) rely on a handful of leaders to do everything necessary to advance the field of RT. Advocacy is a professional imperative (Kirsch, 2015) and to move our field forward, everyone has a role. This session will describe easy and proven actions that RT practitioners can implement to advance the field as well as their practice. Examples include easy advocacy techniques in marketing, mentoring, legislation, expanding RT programs, using EBP, administrative and community support, and enhancing occupational prestige.

Learning Outcomes

- State at least five (5) accomplishments of RT/TR field over the last 70 years
- Identify at least five (5) current critical issues related to the Recreational Therapy field that warrant awareness and advocacy
- Identify at least (5) specific advocacy techniques that RTs can use to address the issues in their own settings and the Recreation Therapy field

Session #5: Self Care in Recreational Therapy (60 minutes)

Rebecca Burnworth, LRT, CTRS

Compassion is the driving force that makes our work as recreational therapists so meaningful and life-giving. Health care professionals, including those in recreational therapy, are a population at risk for high levels of burnout and compassion fatigue (Conversano et al., 2020). Beyond the pandemic, the world faces many challenges including natural disasters, violence, and political unrest. As we reflect on the challenges of the last year, the importance of self-care has been emphasized. In this session, we will examine five areas of self-care and explore research-based strategies. Participants will complete a self-care assessment, evaluate the results, and identify the tools to equip recreational therapy professionals with the knowledge and coping mechanisms to incorporate self-care into recreational therapy/therapeutic recreation programs benefiting self and or their clients/patients. Implementation (Selection of Programs or Modalities and/or Interventions)

Learning Outcomes

- Identify at least two self-care techniques appropriate for the recreational therapist prior to the end of the 60-minute session.
- Practice at least one self-care technique prior to the end of the session.
- Identify at least one barrier to regular participation in self-care.

Session #6: 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 (90 minutes)

Warren Price, MS

Note: This session is the Ann James Award Winning Session from the 2021 SRTS and it is being offered at our in-person symposium this year. You will only receive CEU credit once for this session.

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. 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. (Assessment Process)

Learning Outcomes

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

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