

**A MOUNTAIN OF IDEAS
FOR A WORLD OF OPPORTUNITY
IN RECREATIONAL THERAPY**

SRTS

In-Person April 5 – 7, 2023

Gatlinburg, TN

Virtual On-Demand April 16 – May 7, 2023

SRTS

SOUTHEAST RECREATIONAL
THERAPY SYMPOSIUM

**All session CEU's have been
approved by ATRA**



Welcome to the Southeast Recreational Therapy Symposium. This year our conference is offering both in-person and virtual on-demand options.

In-Person April 5 – 7, 2023 in Gatlinburg, TN

Virtual On-Demand April 16 to May 7, 2023

ATRA will be the host platform that will be used for this year's symposium. There you can view sessions descriptions, complete on-line evaluations, track your CEU credits, connect with other professionals and access the link to the on-demand virtual pre-recorded sessions.

Professional registration includes CEUs.

Note: The virtual on-demand sessions are separate from the full conference registration fee. Individuals can register for both.

If you have questions, please email the SRTS Board of Directors at:
SERecTherapy@gmail.com

We hope that you enjoy the symposium.

All sessions CEU's have been approved by ATRA ~ 3/6/23

2023 Symposium Schedule

Wednesday, April 5

11:00 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 (3 Concurrent)
4:15 pm – 4:30 pm	Break
4:30 pm – 6:00 pm	Concurrent Sessions (3 Concurrent)
6:00 pm	Dinner on your own

Thursday April 6

7:30 am – 4:00 pm	Registration
7:30 am - 8:30 am	Continental Breakfast
8:30 am – 10:00 am	Concurrent Sessions (3 Concurrent)
10:00 am – 10:15 Am	Break
10:15 am – 11:45 am	Concurrent Sessions (3 Concurrent)
11:45 am – 2:00 pm	General Session – (Keynote Speaker, Lunch and Announcements)
2:00 pm – 2:15 pm	Break
2:15 pm – 3:45 pm	Concurrent Sessions (3 Concurrent)
3:45 pm – 4:00 pm	Break
4:00 pm – 5:30 pm	Concurrent Sessions (3 Concurrent)
5:30 pm	Dinner on your own

Friday, April 7

7:30 am – 11:00 am	Registration
7:30 am - 8:30 am	Continental Breakfast
8:30 am – 10:00 am	Concurrent Sessions (3 Concurrent)
10:00 am – 10:15 am	Break
10:15 am – 11:45 am	Concurrent Sessions (3 Concurrent)
11:45 am – 12:00 noon	Break
12:00 pm – 1:00 pm	Closing Session – (Keynote speaker)

Sunday, April 16 – Sunday, May 7 On-Demand Pre-Recorded Virtual Session

Wednesday, April 5, 2023

10:00 am – 4:30 pm Registration in downstairs Common Area

1:00 – 2:30 pm Welcome & Opening Session - Tennessee Ballroom 1, 2 & 3

Stop Being the Best Kept Secret in Therapies - Change the Way You Advocate for RT

Brent Hawkins, PhD, LRT, CTRS, FDRT, CARSS-II

Laura Kelly, CTRS, FDRT

Brent Wolfe, PhD, LRT, CTRS, FDRT

Do you want new ideas on how to promote Recreational Therapy? This first session of a three-part general session series will help you to explore traditional, alternative, and research-informed ways of approaching advocacy in Recreational Therapy. This opening session will set a foundation from which to build tangible advocacy efforts to promote Recreational Therapy and the individuals we serve. Advancement of the Profession.

Learning Outcomes

- ❖ Describe the necessity of advocacy in Recreational Therapy and for individuals we serve.
- ❖ Identify at least 3 traditional, alternative, and research-informed approaches to advocacy.
- ❖ Identify an approach to advocacy that best serves participants' needs as Recreational Therapists within the setting they work.

2:30 – 2:45 pm Break

2:45 - 4:15 pm Concurrent Sessions

Exploring Practice Models using Horticulture as a Recreational Therapy Intervention (#8) - Gardenvue A/B

Derrick Stowell, PhD, CTRS, HTR

PJ Snodgrass, PhD, HTR

This session will explore models using horticulture or gardening as a treatment intervention for Recreational Therapy. The presentation will begin with a discussion of theories and concepts of the use of horticulture as active treatment. Attendees will also gain knowledge about practice guidelines to consider when implementing horticulture focused programming. The session will also cover current research on the use of horticulture as therapy for a variety of populations and provide details of how to connect horticulture practice models to program implementation and interventions.

Learning Outcomes

- ❖ Identify three models of incorporating horticulture as a treatment in recreational therapy settings.
- ❖ Describe current research of three different populations that could utilize horticultural therapy as a recreational therapy intervention.
- ❖ Identify at least five program components to include when implementing a horticulture-focused intervention as a recreational therapist.

Applications of Trauma-Informed Care in Recreational Therapy Practices (#10) – Gardenview C/D

Kimberly Barbosa Dunlap, MS, LRT,
CTRS
Belle Downing, MS, LRT, CTRS
Kaitlyn Powalie, MS, CTRS

This session will address the application of trauma-informed care by recreational therapists across all settings and populations. This session provides the principles of trauma-informed care both conceptually and in practice. Participants will have the opportunity to apply trauma-informed care knowledge base to the administration and implementation of recreational therapy interventions. Additionally, this session seeks to provide participants with resources to advocate for the inclusion of trauma-informed care in their setting.

Learning Outcomes

- ❖ Identify at least three principles of trauma-informed care (TIC) for recreational therapy
- ❖ Identify at least one way to include TIC in recreational therapy service delivery
- ❖ Identify at least one way to advocate for TIC in recreational therapy settings



Managing Recreational Therapy Agencies Post-COVID: Lessons Learned from the Pandemic (#24) – Tennessee Ballroom 4

Steven N. Waller, PhD, CPRP
Angela J. Wozencroft, PhD, CTRS

Jason L. Scott, PhD., CTRS;
Ashley Hamilton, MS, CTRS

This session relates to the administration of RT service. Specifically, it will address how agency personnel responded to the COVID-19 pandemic. In this session we will also examine management strategies for addressing staffing needs and service provision implemented by agencies during this period. We will also examine “lessons learned” from adapting recreational therapy workplaces during the pandemic and finally, we will discuss the ways personnel and the practice of recreational therapy were changed as a result of the COVID-19 pandemic event. We will purpose to connect that the APIED process to the challenges related to managing during group discussions in the session.

Learning Outcomes

- ❖ Identify three actions that were implemented by agency management during the COVID-19 period to protect personnel and sustain recreational therapy services.
- ❖ Identify three “lessons learned” from adapting recreational therapy workplaces during the pandemic.
- ❖ Identify three ways personnel and the practice of recreational therapy were changed (i.e., positive or negative) as a result of the COVID-19 pandemic experience.

4:15 – 4:30 pm Break

4:30 – 6:00 pm Concurrent Sessions

Implementation of the Eight Dimensions of Wellness to improve RT program development among individuals with I/DD (#31) – Gardenview A/B

Lori Ann Eldridge, PhD, LRT, CTRS

Lauren Harrell, LRT, CTRS

In this session, the Recreational Therapist will explore the areas involved when working with and implementing programs for individuals with Intellectual and/or Developmental Disabilities. The session will build upon foundational knowledge about incorporating the APIE process in building programs for this population. The Recreational Therapist will determine how to select programs that have been shown to be successful within this population. The Recreational Therapist will practice the implementation process using the APIE process to improve engagement and positive interaction with participants. Resource examples will be identified, explained, and provided to improve therapist engagement within this population.

Learning Outcomes

- ❖ Identify 2-3 differences between intellectual and developmental disabilities.
- ❖ Identify 3-4 types of recreational therapy program areas that can be implemented with I/DD population.
- ❖ Articulate the interaction of the APIE process with program development utilizing the Eight Dimensions of Wellness.
- ❖ Identify 2-3 resources that a recreational therapist may use to implement programs dimensions that include the eight dimensions of wellness.

The Aberrant Recreation Spectrum and its Utility in Recreation Therapy (#12) – Gardenview C/D

Jason Page, PhD, CTRS

The purpose of this session is to outline the Aberrant Recreation Spectrum (ARS) that seeks to address conceptual gaps presented by existing ideas surrounding recreation activities that fall outside mainstream conventions. The ARS has been developed to acknowledge the role intersecting sociocultural factors, such as race, gender, and ability, have in the social acceptance of recreational activities. The session will provide a brief overview of existing models and definitions related to non-mainstream recreation activities along with some of the challenges these definitions present in practice. Participants will then be introduced to the ARS and provided with an outline of the model along with key definitions. Participants will then be presented with the importance of understanding aberrant recreation as part of their professional practice and have a few minutes to consider how their colleagues and the populations they serve could benefit. Following this discussion, the presenter will offer three intervention ideas that could use the ABS within the behavioral health and criminal justice field. The session will conclude with an opportunity for participant feedback on the ARS.

Learning Outcomes

- ❖ Identify at least two problems with current theories related to non-mainstream recreation activities and how these impact TR service provider and recipients.
- ❖ Identify at least three sociocultural factors than shape people's attitudes toward recreational activities and how these impact TR service providers and recipients.
- ❖ Define aberrant recreation and how it relates to recreational therapy
- ❖ Describe how the ABS can be used to supplement existing therapeutic recreation practice with behavioral health and criminal justice populations

Dialectical Behavioral Therapy and Recreational Therapy (#1) – Tennessee Ballroom 4

Stephanie Salters, MA, CTRS

This session aims to make a connection between Dialectical Behavioral Therapy (DBT) and Recreational Therapy. As found in the NCTRC Job Analysis, the majority of CTRS working are in the behavioral/mental health field, in hospitals, and with adults. Therefore, a large portion of the population served by Recreational Therapy can benefit from DBT and the skills learned. This session will address Foundational Knowledge, Documentation, Implementation, and Advancement of the Profession. Discussion will include a background of DBT, how it can be implemented in an inpatient hospital setting, how it can be beneficial in cotreatment, and how practitioners already have a skill set that translates well into the paradigm and scope of DBT. Incorporating DBT into practice can provide CTRSs with the tools needed to work effectively with the population in behavioral and mental health while using an evidenced based approach to track and document progress.

Learning Outcomes

- ❖ Be able to identify and define the four skill modules of Mindfulness, Emotion Regulation, Distress Tolerance, and Interpersonal Effectiveness.
- ❖ Demonstrate a basic understanding of a skills group, how it is structured, a general class outline, and how a CTRS can fit into that role.
- ❖ Describe the skills of the four discussed modules and how they can be integrated in recreational therapy treatment.



Thursday, April 6, 2023

7:30 am – 4:00 pm Registration in downstairs Common Area

7:30 am - 8:30 am Continental Breakfast

8:30 – 10:00 am Concurrent Sessions

Flourishing within a Community: The Benefits of a Collaborative Relationship between Recreational Therapy and Inclusion Services (#16) – Gardenview A/B

Brett Gordon, CPRP, MS Student Casey King, CTRS

This session will explore how recreational therapy and inclusion services can share strengths to enhance each other in a community setting. Utilizing the Flourishing Through Leisure Model of Recreational Therapy, along with general positive psychology, overlapping areas for collaboration will be identified throughout. Community-based recreational therapy will be viewed multidimensionally, where environmental interventions (or Universal Programming techniques) are a part of best practice. Further, inclusion services will be presented as an extension of this 'positive institution', capable of building environments to support well-being and a Flourishing Life when structured in evidence. The City of Virginia Beach Parks & Recreation, Therapeutic Recreation Programs & Inclusion Services Unit will be used to provide examples and case study.

Learning Outcomes

- ❖ Learn how to apply at least one universal programming technique in community recreational therapy.
- ❖ Identify three the benefits of recreational therapy strategies, such as evidence-based practice, in community inclusion.
- ❖ List at least three ways in which recreational therapy and inclusion services can work together to encourage a Flourishing Life for individuals with disabilities.

How does the NC Board of Recreational Therapy (NCBRTL) Licensing Differ from NCTRC Certification? (#18) – Gardenview C/D

Becky Garrett, MS, LRT, CTRS, FDRT Joan Sutton, MS, LRT, CTRS

This session will help identify the differences between credentialing boards and how they function differently. State licensing boards issue credentials but also function as regulatory boards.

Learning Outcomes

- ❖ Identify differences between credentialing and regulatory functions within recreational therapy
- ❖ Identify similarities and differences between the use of RT credentials and job titles
- ❖ Identify how Recreational Therapy practice is determined during investigations. Practitioners will learn the definitions used during investigations

Chair Chi for Recreational Therapy: Seated Tai Chi for the movement impaired populations. (#14) – Tennessee Ballroom 4

Pat Griffith, Founder and President of Chair Chi

The techniques and exercises that you will learn from this Chair Chi session will address the needs of those with movement impairments. Recreational Therapists will benefit from this foundational knowledge as it can be applied in many settings. Chair Chi can be used with geriatrics, veterans with PTSD, mental health patients, children with ADHD, etc.

Learning Outcomes

- ❖ After completion of this session the Recreational Therapist will be able to demonstrate at least one of the warm up and cool down (Chi Gung) exercises of Chair Chi.
- ❖ After completion of this session the Recreational Therapist will be able to state at least one benefit Chair Chi exercises for a variety of populations (senior, Veterans, children, mental health patients, etc).
- ❖ After completion of this session the Recreational Therapist will be able to demonstrate the Chair Chi exercises from the Chair Chi form (dance) and list each of their benefits for Recreational Therapy.

10:00 – 10:15 am Break

10:15 – 11:45 am Concurrent Sessions

Recreational Therapy's Role While Working with Individuals Living with Post Traumatic Stress Disorder Symptoms (#27) Gardenview A/B

Marilyn Radatz, MS, CTRS

This session will provide an overview of Post -Traumatic Stress Disorder (PTSD) signs and symptoms. Recreational therapists may primarily recognize PTSD in relation to our military population, however there are other populations who have experienced a traumatic event and share similar symptoms/experiences. Assessment and program development are pivotal components within your recreation therapy treatment when working with individuals who live with PTSD.

Learning Outcomes

- ❖ Identify 3 signs/symptoms of PTSD observed in daily RT practices
- ❖ Identify at least 2 therapeutic interventions to incorporate within recreation therapy programming among individuals who experience PTSD
- ❖ Identify at least 2 risk factors that may inhibit an individual's participation in recreational therapy programming among individuals who experience PTSD



Ann James Award Winner for 2022

Complementary Alternative Medicine for All: A paradigm shift from Individual to Community based CAM within Recreation Therapy Practice (#20) Gardenview C/D

Olivia Mogab, CTRS, CDP, CMDCP

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.

Team Building: Using recreational therapy to promote healthy organizational culture and foster group cohesion (#19) – Tennessee Ballroom 4

Jason Scott, Ph.D., CTRS

Alice Dupree

Angela Wozencroft, Ph.D., CTRS

Kelsey Webb, MS, CTRS

Ashley Hamilton, MS, CTRS

Steven Waller, Ph.D., CPRP



Healthy organizations foster empathetic relationships, developing the capacity for interaction with others, both inside and outside of the organization. A recent study found 75% of practicing recreational therapists work as part of a treatment team thus indicating the importance of developing healthy relationships within the organization. This session will discuss and describe the importance of team building and group cohesion within organizations for practicing recreational therapists. Attention will be given to RT principles and techniques used to promote group cohesion in the furtherance of common goals and objectives within organizations and treatment teams. An overview of a study focused on understanding and promoting group cohesion in a therapeutic outdoor camp will be outlined, including the instrumentation and method used for data collection. Participants will gain an understanding of how team building initiatives promote and foster group cohesion in recreational therapy.

Learning Outcomes

- ❖ Define organizational behavior and teambuilding in recreational therapy
- ❖ Provide two examples of teambuilding activities that can be effective in an organization in which a recreational therapist works.
- ❖ Provide at least one recommendation for how organizations can contribute to improving recreational therapists' group cohesion

11:45 am – 2:00 pm General Session, Lunch and Announcements - Tennessee Ballroom 1, 2 & 3

ATRA Advocates for You (60 minutes)

Brent Wolfe, PhD, LRT, CTRS, FDRT
Laura Kelly, CTRS, FDRT

Brent Hawkins, PhD, LRT, CTRS, FDRT, CARSS-II

In this second session of our three-part series on advocacy, we will examine how ATRA advocates for recreational therapists and the profession. ATRA's mission is to empower recreational therapists and one way that is accomplished is through advocacy efforts. In this session we will examine how ATRA works to empower individuals and the profession.

Learning Outcomes

- ❖ Identify 3 ways ATRA advocates for recreational therapists
- ❖ Identify 3 ways ATRA advocates for the profession
- ❖ Articulate 1 way recreational therapists can advocate for themselves
- ❖ Articulate 1 way recreational therapists can advocate for the profession

2:00 – 2:15 pm Break

2:15 – 3:45 pm Concurrent Sessions

The reawakening of persons living with dementia: Exploring Creative Recreational Therapy Engagement Practices to Combat the Negative impact brought on by the Pandemic restrictions. (#26) Gardenview A/B

Sheri Bankston, CTRS, Specialization in Geriatrics

This session will provide participants with the caregiver tools (personal and professional) to create a therapeutic supportive stimulating environment to reduce apathy and boredom that was so prevalent during the Pandemic restrictions. Best practices for engagement will be presented to demonstrate how to “reactivate” the person living with dementia’s level of participation. Short video clips and photos of real resident examples of best practice engagement will be provided for hands on demonstration.



Learning Outcomes

- ❖ Participants will be able to name three adaptations that can be used by recreational therapist for enhancing the residential environment of those living with dementia.
- ❖ Participants will be able to name three caregiver communication techniques that recreational therapists can use for optimizing the engagement experience.
- ❖ Participants will be able to name three best practice recreational therapy engagement interventions to help reduce apathy and improve quality of life.

Mentoring Compassion in Recreational Therapy (#13) – Gardenview C/D

Susan Wilson, PhD, CTRS

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

The past few years have been difficult in the field of recreational therapy and, more broadly, healthcare. Compassion fatigue and burnout are often presented at current conferences. We discuss self-care for ourselves but how can we help our interns and our co-workers through difficult processes? This session will explore how to mentor with compassion and how to help your staff and clients through difficult times.

Learning Outcomes

- ❖ Cite three benefits of self-care in Recreational Therapy
- ❖ Cite three techniques to enhance self-care in recreational therapy
- ❖ Be able to differentiate between self-care, compassion fatigue and burn-out in recreational therapy

Saving Soldiers from Suicide: Social Advocacy in Recreational Therapy (#3) – Tennessee Ballroom 4

Warren Price, MS

One man's journey to raise awareness of veteran suicide. Warren created the 9/22 Project in an effort to provide a message of hope and help to veterans, and others, who struggle with thoughts of suicide. During Suicide Awareness month, Warren organized a 22 mile walk in combat boots in memory of the 22 veterans per day who lose their battle with suicide. A suicide survivor himself, Warren believes in the benefits of connecting with nature and other people through healthy recreational activities while incorporating social advocacy in the practice of recreational therapy. Warren talks about the benefit of outdoor recreation in choosing safe and sober activities among the sobriety/recovery community and that advocating for change in how we view people who die by suicide can make a difference in reducing societal stigma toward mental illness. Advancement of the Profession.

Learning Outcomes

- ❖ Identify three factors that contribute to veteran suicide and how recreational therapy can address them
- ❖ Identify three ways RT professionals can advance social advocacy as part of their practice
- ❖ Identify three strategies RT professionals can initiate policy change in their local area, their state, and on a national level

3:45 – 4:00 pm Break



4:00 – 5:30 pm Concurrent Sessions

Assessment Made Possible: Find and Implement Standardized Assessments for Recreational Therapy (#2) – Gardenview A/B

Amelia Saul, PhD, LRT, CTRS

Tania Santiago Perez, MS, CTRS

Assessing clients is imperative to providing quality services for our clients. In this session, we will discuss the importance of utilizing standardized assessments. We will review standardized assessments for various populations (physical, social, emotional, and cognitive impairments). The speakers will demonstrate how to find standardized assessments in various databases. The participants will then develop proper planning tools for implementing standardized assessments in their practice.

Learning Outcomes

- ❖ Recall at least one standardized assessment for recreational therapy for the following populations: physical, social, emotional, and cognitive impairments.
- ❖ Identify one standardized assessment from the Rehabilitation Measure database that you can utilize in your practice as a recreational therapist.
- ❖ Develop a plan for utilizing a standardized assessment through implementing the APIE-D process within your practice as a recreational therapist.

Program Adaptations in Recreational Therapy: Barriers and Importance of Social Engagement for Seniors. (#4) – Gardenview C/D

Sherry Houck, CTRS

This program is designed to present Foundational Knowledge related to terms and definitions in relationship to social engagement for seniors. This session will provide evidence supporting the importance of social engagement for the senior population as well as, addressing common barriers faced with staffing shortages, infection control precautions, and physical and cognitive impairments. This session is also geared to briefly discuss COVID 19's impact on these barriers and status of healthcare industry as it pertains to this population. This presentation will also provide education geared toward Implementation of Recreational Therapy programs to promote social involvement and increased engagement in group programs. In this presentation program adaptations will be demonstrated and discussed. RT Interventions based upon physical, cognitive, social impairments and/or COVID 19 precautions. Hands on demonstration or interaction will be encouraged during this section.

Learning Outcomes

- ❖ Identify at least 3 common benefits to social engagement for seniors through Recreational Therapy.
- ❖ Identify at least 3 risk factors for social isolation and Recreational Therapy intervention solutions.
- ❖ Identify at least 3 adaptable methods for program implementation in group settings with Recreation Therapy for the senior population.

Adaptive Kayaking: How to implement an effective Recreational Therapy kayaking program for people of all ages and abilities. (#6) – Tennessee Ballroom 4

Carrie Gerdeman, CTRS, Level 1 Kayak Instructor

Come learn the basics of how to develop and deliver a quality adaptive kayaking program for people with disabilities. Adaptive Kayaking is a useful therapeutic intervention used by Recreational Therapists. From start to finish, learn about community collaborations, necessary skills and equipment, and how to organize, market and schedule participants. Attendees will learn how to assess participants physical and cognitive needs and provide planned kayak modifications to successfully accommodate each participant.

Learning Outcomes

- ❖ Identify the essential criteria a Recreational Therapist would use to assess a participants' ability to kayak safely.
- ❖ Identify one method a recreational therapist could use to adapt a kayak for people with a variety of mobility impairments.
- ❖ Name at least three components a recreational therapist can use to start an Adaptive Kayaking program within your community.



Friday, April 7, 2023

7:30 am – 11:00 am Registration in downstairs Common Area

7:30 am - 8:30 am Continental Breakfast

8:30 – 10:00 am Concurrent Sessions

Not Your Mama's Senior Center: Recreational Therapy Programming for Baby Boomers (#23) – Gardenview A/B

Tammy Lea, ME.d, CTRS

As the Baby Boomer generation ages, "seniors" are getting younger. The demographics have changed, and community-based recreational therapy programming for the aging population must change with it. This session will focus on engaging the younger, more active "senior".

Learning Outcomes

- ❖ Identify changes in demographics among the "Senior" population that community-based RT programming can address.
- ❖ Identify at least one strategy to provide community-based RT programming for "Active Adults".
- ❖ Identify ways in which RT programming must adapt to be inclusive of a wide range of ages among the senior population.

Exercise is Medicine Initiative and Recreational Therapy (#7) Gardenview C/D

Megan Janke, PhD, LRT, CTRS Angela B. Smith, Ed.D.

This session will contribute to RTs' foundational knowledge by providing information about the global health initiative, Exercise is Medicine® (EIM), which is coordinated by the American College of Sports Medicine. We will identify how recreational therapists can participate and contribute in this movement in both clinical and community-based settings. The session will also discuss the focus areas of EIM, research related to the implementation and effectiveness of the initiative, and how recreational therapists can contribute to this health care movement and its potential to help advance the RT profession. Examples related to implementing this program with a college student population as well as older adults residing in a continuing care retirement facility will be provided.

Learning Outcomes

- ❖ Identify the purpose and mission of the Exercise is Medicine health initiative and how it relates to recreational therapy practice.
- ❖ Describe one piece of research related to the implementation of the Exercise is Medicine program and how it contributes to improved health outcomes of recreational therapy clients and participants.
- ❖ Discuss at least one way that recreational therapists can help provide exercise guidance and develop programs in line with the Exercise is Medicine initiative.



Whole Health + Recreational Therapy = WHOLEsomeness! (#28) – Tennessee Ballroom 4

Marilyn Radatz, MS, CTRS

What is Whole Health? What does it mean to you? How can you incorporate Whole Health into your practice? Recreational Therapists along with our partnerships with a variety of our creative arts counterparts play a pivotal role in identifying “What Matters Most”? to our clientele. This session will bring an awareness of how recreational therapy embodies the concepts of whole health to assist your client to take charge of their life and health in order to live their lives to the fullest. We will utilize a personal health inventory to increase the awareness of what is important not only in your life but within your client's lives. We will discuss how small changes can make the biggest impact in one's life and improve the overall well-being in others.

Learning Outcomes

- ❖ Describe 1-2 benefits of Whole Health and how it connects within RT practices.
- ❖ Describe 2-3 self-care components that will impact your clients during your recreational therapy programs.
- ❖ Identify 2-3 whole health resources to improve recreational therapy programming to facilitate that one small change to empower and equip your client in taking charge of their life and health.

10:00 – 10:15 am Break

10:15 – 11:45 am Concurrent Sessions

A Recreational Therapists' Guide to Designing and Implementing a Community Reintegration Program for Adults on Acute Inpatient Psychiatric Units (#11) – Gardenview A/B

Shannon Russell, MS, LRT, CTRS

Adults admitted to an acute psychiatric unit are required to remain on the unit until the day of discharge, often causing difficulties with transitioning back into the community. Community reintegration is used to help individuals transition from an institutionalized setting into their community by providing education, skill development, and community resources to assist with community engagement and participation. This session will cover an introduction to the benefits of using community reintegration programs with adults on an acute inpatient psychiatric unit, current evidence-based practices within the field of recreation therapy, and a practical guide to implementing this type of program within your recreational therapy practice.

Learning Outcomes

- ❖ Define community reintegration and identify two settings where recreational therapists implement community reintegration
- ❖ Identify 2 benefits of using community reintegration recreational therapy programs for adults on an acute inpatient psychiatric unit.
- ❖ Describe each step of the APIED process used to design and implement a recreational therapy community reintegration program on an acute inpatient psychiatric unit

Using Recreational Therapy to Address Behavioral Activation (#25) – Gardenview C/D

Valerie Lazzara Mould, MA, CTRS

Alexandra Spayde, CTRS

Kelly Morgan, CTRS

NOTE: This is also being presented via on-demand

This session will discuss the concept of behavioral activation and how this can be addressed through recreational therapy. This session will include discussion of evidence and theories related to behavioral activation and how it relates to the RT scope of practice. Interventions that can address behavioral activation as well as two case studies will be presented.

Learning Outcomes

- ❖ Understand the evidence and theoretical background of behavioral activation and how this applies to Recreational Therapy.
- ❖ Identify a minimum of two Recreational Therapy interventions that can be utilized to address behavioral activation.
- ❖ Understand how to apply the recreational therapy APIE process when addressing behavioral activation.



Managing conflict transforms everything – become a resilient, effective, and empowered person, employee, and manager. (#21) – Tennessee Ballroom 4

Cliff Burnham, CTRS, FDRT

For many, learning to manage conflict is self-taught and learned the hard way – “I won’t make that mistake again!” No matter how much we try to prevent it, workplace conflict will always exist. The best thing we can do is to become prepared for when it surfaces. This session will not only focus on developing ways to manage conflict but will also encourage engagement in constructive conflict with co-workers. By establishing and maintaining effective working interactions we can create professional relationships that help establish safe and therapeutic environments. Every individual has what it takes to manage conflict effectively and doing so will improve both the employee experience as well as enhance the recreational therapy services provided. At the conclusion of this session, participants will be better equipped to train, educate, and supervise by becoming a resilient, effective, and empowered person, employee, and manager.

Learning Outcomes

- ❖ Differentiate between the two different types of conflict.
- ❖ Explore the benefits of constructive conflict and how to recognize when conflict becomes destructive.
- ❖ How to mediate between employees and empower employees through conflict resolution.

11:45 am – 1:00 pm Closing Session and Announcements - Tennessee Ballroom 1, 2 & 3

The Right Tool for the Right Job: Tangible Advocacy Tools for Recreational Therapists (60 minutes)

Laura Kelly, CTRS, FDRT

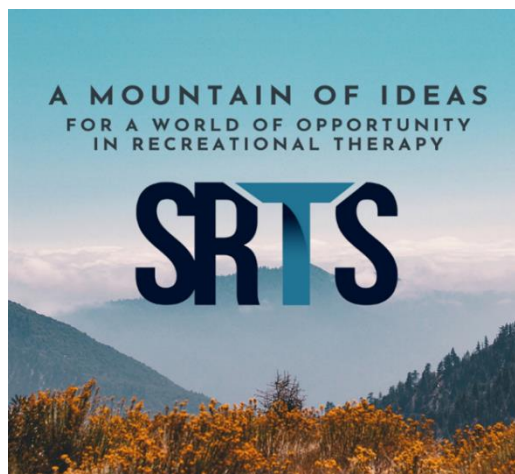
Brent Hawkins, PhD, LRT, CTRS, FDRT, CARSS-II

Brent Wolfe, PhD, LRT, CTRS, FDRT

This session is the last of the three-part general session series that will help you with developing tangible advocacy tools that you can implement immediately to promote Recreational Therapy and the individuals you serve. Advancement of the Profession.

Learning Outcomes

- ❖ Recall at least 3 ways to approach advocacy in RT.
- ❖ Discuss at least 3 tangible tools that follow an approach to advocacy in RT.
- ❖ Write at least 3 tangible tools to use upon returning to their care setting.





Sunday, April 16 - Sunday, May 7, 2023 On-Demand Pre-Recorded Virtual Sessions

Recreational Therapy services in a federal correctional setting (#9)

John Rhodes, LRT, CTRS

Recreation Therapy in correction settings is an ever-expanding field and is often hidden in the background. Come learn about what goes on in the day in the life of a recreation therapist for the bureau of prisons.

Learning Outcomes

- ❖ Participants will be able to identify at least one target population covered by recreation therapy services in corrections
- ❖ Participants will be able to identify at least two intervention types appropriate for corrections setting
- ❖ Participants will be able to identify one of the training requirements on recreation therapists in the Bureau of Prisons (BOP)

Making a Difference in the Lives of Individuals with Disability: The Role of Recreational Therapy in Social Change (#17)

David Loy, PhD, LRT, CTRS, CARSS, FDRT

Advancement of Profession- This presentation will provide an example of how Recreation Therapists advocate for populations we serve through a potentially national adopted project called the Accessible Icon Challenge.

Learning Outcomes

- ❖ Verbalize an increased awareness of the two versions of the International Sign of Accessibility (ISA) and the role played by recreational therapy.
- ❖ Verbalize knowledge of at least two roles Recreational Therapy can play in promoting advocacy for individuals with disabilities.
- ❖ Verbalize knowledge of the steps needed to implement the Accessible Icon Challenge in recreational therapy setting to advocate for a new and more modern symbol of accessibility.



Instilling Ethical Habits in Recreational Therapy Interns (#22)

Maureen Meador, CTRS

Becky Garrett, LRT, CTRS, FDRT

Wayne Pollock, PhD, CTRS, FDRT

This session will provide an in depth look into the ATRA Code of ethics and ethical principles that guide recreational therapists to best practice. These same principles must be taught and modeled to the next generation of recreational therapists. Attendees will explore the roles and responsibilities of participants (the student, agency supervisor, and university supervisor) to ensure ethical principles are upheld throughout the entire internship process. NCTRC Job Analysis Areas Foundational Knowledge - Practice Guidelines Advancement of the Profession - Credential Maintenance/Professional Competencies.

Learning Outcomes

- ❖ Identify a minimum of three ethical principles and their application in the scope of the recreational therapy internship experience.
- ❖ Identify problem solving techniques that can be utilized in an ethical dilemma that may be encountered over the course of an internship.
- ❖ Identify how possible ethical dilemmas may impact consumers

Using Recreational Therapy to Address Behavioral Activation (#25 B)

Valerie Lazzara Mould, MA, CTRS

Alexandra Spayde, CTRS

Kelly Morgan, CTRS

NOTE: This is also being presented in-person

This session will discuss the concept of behavioral activation and how this can be addressed through recreational therapy. This session will include discussion of evidence and theories related to behavioral activation and how it relates to the RT scope of practice. Interventions that can address behavioral activation as well as two case studies will be presented.

Learning Outcomes

- ❖ Understand the evidence and theoretical background of behavioral activation and how this applies to Recreational Therapy.
- ❖ Identify a minimum of two Recreational Therapy interventions that can be utilized to address behavioral activation.
- ❖ Understand how to apply the recreational therapy APIE process when addressing behavioral activation.



Leveraging community partnerships to increase advocacy and engagement in Recreational Therapy Services (#29)

Holly-Ann Turner, CTRS, BCB

“Leveraging community partnerships to increase advocacy and engagement in Recreational Therapy Services” is a comprehensive learning course designed for recreational therapy professionals. In this course, participants will learn about the key strategies for leveraging community partnerships to increase awareness, advocacy, and engagement in the field of recreational therapy. Through a virtual lecture, participants will gain a deeper understanding of the benefits of community partnerships and learn how to build meaningful relationships with local organizations, schools, and businesses. The course will cover topics such as joint event planning, community outreach programs, and educational initiatives, providing participants with the tools they need to make a positive impact in their communities. Whether you are a seasoned professional or just starting out in the field, this course will provide valuable insights and practical skills to help you achieve your goals. Join us and become a leader in the movement to bring recreational therapy to more people.

Learning Outcomes

- ❖ Identify 3 Strategies for strengthening relationships between recreational therapists and community partners to promote increased access to services.
- ❖ Identify 3 Creative approaches to engaging diverse populations in recreational therapy services.
- ❖ Name at least one best practice for building meaningful partnerships between recreational therapists and community organizations.

Fun First: The Use of Therapeutic Recreation and Leisure Education to Promote Recovery for Teens with Functional Neurologic Disorders (FND) (#5)

Kyla Madden, MS, CTRS, CCLS

For teens with Functional Neurologic Disorders (FND), facing new onset paralysis or uncontrollable seizure-like events, engaging in recreation may seem impossible. However, understanding the value of recreation and leisure may be just the thing they need to kickstart recovery and promote lasting success in the community. During this session we will review foundational knowledge of FND as a complex diagnosis, utilize group discussion to explore how leisure education can impact this population, and describe how TR has been able to expand their role in an evolving treatment protocol.

Learning Outcomes

- ❖ Provide examples of at least 2 current treatment strategies for FND which could be translated to recreational therapy practice
- ❖ Demonstrate understanding of the Leisure Ability Model as it relates to recreational therapy treatment of those with FND.
- ❖ Identify at least 3 areas of future development for recreational therapy when working with individuals with FND

ATRA Quality Internship Supervisor Training (4 hour training – 8 modules)

Welcome to ATRA's Quality Internship Supervisor Training! This training program has been designed by a panel of experts, reviewed by practitioners and educators, and piloted at the ATRA 2022 Annual Conference.

ATRA believes that part of living our mission to empower recreational therapists is ensuring that every student and soon-to-be practitioner experiences a quality internship that prepares them to be an excellent professional. To bring that vision to reality, a panel of experts has developed this Quality Internship Supervisor Training Program.

The QIST program contains 8 modules, each approximately 30 minutes in length:

- The Basics
- Ethics
- Diversity & Inclusion
- Screening & Interviewing
- Expectations, Leadership, & Motivation
- Clinical Supervision
- Teaching & Learning Styles
- Professional Communication & Managing Conflict

At the completion of each module, you will complete a short quiz. In order to move to the next module, you will need to earn at least a 70% on the quiz. By completing this training you will earn .4 CEU and you will receive a certification of completion.



SRTS EVALUATION and CEU PROCESS

To access the evaluation and receive CEUs you will need to log into your ATRA account.

Each participant will be asked to complete a short session evaluation following the end of the presentation. Each attendee's response is necessary to meet the interactivity requirement required for CEU's.

As soon as the attendee completes the session, the platform will automatically prompt each attendee to complete the survey

CEU transcripts will be available upon successful completion of the course evaluation(s). To view your CEU Transcript, click on your name in the top right corner of the screen, and view your "certificates." Feel free to print your transcript for your records.

