

In-Person Symposium Preliminary Program

**Sessions and timeframes are subject to change*

Connection, Compassion and Competency: The Next Wave of RT

SRTS

March 27-March 29, 2024
Myrtle Beach, SC

Session CEU's have been
approved by ATRA and NCTRC



03/12/2024

Welcome to the Southeast Recreational Therapy Symposium (SRTS). This year our conference is offering both in-person and on-demand options (separate fees for each). Professional registration includes CEUs.



In-Person March 27 – 29, 2024 in Myrtle Beach, SC

1.5 CEU's

Virtual On-Demand April 8 to May 3, 2024

0.7CEU's

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

New this year for our In-Person Symposium will be the **Zen Den**, a safe, quiet space for symposium attendees to take a breather, relax, refocus, or recharge without interruption. The Zen Den is provided by James City County, Norfolk, and Virginia Beach, Virginia Community Therapeutic Recreation Programs. Swing by anytime during the posted hours! Located in the Commons Area Near the Ballrooms, look for the blue tent.

Hours

Wednesday, March 27th
12:00 – 6:00 pm

Thursday, March 28th
8:00 am – 6:00 pm



If you have questions, please email the SRTS Board of Directors at:

SERecTherapy@gmail.com

We hope that you enjoy the symposium.

Session CEU's have been approved by ATRA and NCTRC



2024 Symposium Schedule

Wednesday, March 27

11:00 am – 4:30 pm	Registration
1:00 pm – 2:30 pm	Opening Session – (Welcome and Keynote Speaker) 0.1 CEU
2:30 – 2:45 pm	Break
2:45 pm – 4:15 pm	Concurrent Sessions (3 Concurrent) 0.15 CEU
4:15 pm – 4:30 pm	Break
4:30 pm – 6:00 pm	Concurrent Sessions (3 Concurrent) 0.15 CEU

Thursday March 28

7:30 am – 4:00 pm	Registration
8:30 am – 10:00 am	Concurrent Sessions (3 Concurrent) 0.15 CEU
10:00 am – 10:15 Am	Break
10:15 am – 11:15 am	Concurrent Sessions (3 Concurrent) 0.1 CEU
11:15 am – 1:30 pm	Lunch and General Session – (Keynote Speaker and Announcements) 0.1 CEU
1:30 pm – 1:45 pm	Break
1:45 pm – 3:15 pm	Concurrent Sessions (3 Concurrent) 0.15 CEU
3:15 pm – 3:30 pm	Break
3:30 pm – 4:30 pm	Concurrent Sessions (3 Concurrent) 0.1 CEU
4:30 pm – 4:45 pm	Break
4:45 pm – 5:45 pm	Concurrent Sessions (3 Concurrent) 0.1 CEU

Friday, March 29

7:30 am – 11:00 am	Registration
8:30 am – 10:00 am	Concurrent Sessions (3 Concurrent) 0.15 CEU
10:00 am – 10:15 am	Break
10:15 am – 11:45 am	Concurrent Sessions (3 Concurrent) 0.15 CEU
11:45 am – 12:00 noon	Break
12:00 pm – 1:30 pm	Closing Session – (Keynote speaker) 0.1 CEU

In-Person Sessions up to 1.5 CEU's available

Wednesday, March 27, 2024

11:00 am – 4:30 pm Registration in Common Area Near Ballrooms

**1:00 – 2:30 pm Welcome & Opening Session
Ballroom A, B & C**

What Have You Done For Me Lately: An Update from ATRA (#30)

Brent Wolfe, Ph.D., LRT, CTRS, FDRT

ATRA's mission is to empower recreational therapists and empowerment is at the core of everything we do. How does ATRA empower and advocate for recreational therapists? What has ATRA been doing lately to empower and advocate for recreational therapists? How can you feel empowered through ATRA? These are just some of the questions that we will be addressing in this session from your national professional association. Expect to leave feeling empowered and ready to change the world! Advancement of the Profession.

Learning Outcomes

- ≈ State ATRA's mission and vision
- ≈ List 3 ways ATRA is empowering and advocating for recreational therapists
- ≈ Identify 1 way to get involved and experience empowerment

2:30 – 2:45 pm Break

2:45 - 4:15 pm Concurrent Sessions

Virtual Reality as a Recreational Therapy Intervention Among Individuals with IDD: Implications from a Systematic Literature Review (#6) – Ballroom A

Dr. Lindsey Oakes, Ph.D., LRT, CTRS

With the capability of virtual reality (VR) interventions within and outside the field of therapeutic recreation to produce meaningful outcomes in various domains for individuals with varying disabilities, it would be valuable to establish VR as an evidence-based recreational therapy practice to produce positive health and wellness outcomes among individuals with intellectual and/or developmental disabilities (IDD). This session will describe and discuss the results of a systematic literature review that explored VR evidence-based practices with individuals with IDD in various fields, as well as implications and future recommendations that support recreational therapy practice that implements and future research that tests VR interventions with individuals with IDD to establish VR as an evidence-based recreational therapy practice among individuals with IDD.

Learning Outcomes

- ≈ Demonstrate understanding of the use of virtual reality (VR) among individuals with intellectual and/or developmental disabilities (IDD) from various allied health professions.
- ≈ Identify various benefits, challenges, and outcomes of the use of VR with individuals with IDD.
- ≈ Demonstrate understanding of the potential of CTRSs using VR and establishing VR as an evidence-based recreational therapy practice among individuals with IDD.

Recreational Therapy and the NC Medicaid Waivers (#9) – Ballroom B

Laura Holmes, LRT, CTRS, CBIS

Learn about the North Carolina Innovations and TBI Medicaid waivers and how Recreational Therapists can serve this population. Participants will learn about what additional supports the Medicaid waivers provide, how Recreational Therapists provide supports in the community, requirements for recreational therapists to provide services, and how recreational therapy is billed on the waivers. NCTRC Job Analysis areas are primarily Implementation, Admin, and Advancement of the Profession.

Learning Outcomes

- ≈ Identify 3 goals of NC Medicaid Waivers
- ≈ Identify 3 services that are covered by the NC Medicaid Waiver
- ≈ Provide 2 examples of how Recreational Therapy is utilized with the Medicaid Waivers

A Theoretical Approach for Recreational Therapy Practice in Mental/Behavioral Health: Function & Application - Part 1 of 2 (must attend both sessions to get CEU credit) (#25 & #26) – Ballroom C

Cara Gray, Ph.D., LRT, CTRS

Most recreation therapists have been taught to use conceptual models and evidence-based or evidence-informed practice to effectively, efficiently and safely achieve patient outcomes; however, few are aware of how the purposeful application of theory can further support these aims, while also deepening their practice knowledge. This session provides a brief overview of theory, its function, and how it can be applied in RT mental/behavioral health practice, specifically using behavioristic and cognitive-behavioral theories. NCTRC Job Analysis [Foundational Knowledge, Planning & Implementation]: Job Task Area 3.01 (Develop Individualized Plan of Care), 3.02 (Design Program Services) & 4.01 (Deliver Program Services)

Learning Outcomes

- ≈ Describe 2 functions of theory that support treatment planning.
- ≈ Differentiate between use of cognitive-behavioral theory and cognitive-behavioral therapy in RT practice.
- ≈ Identify how the use of theory in RT practice bolsters service accountability.

4:15 – 4:30 pm Break



4:30 – 6:00 pm Concurrent Sessions

Ann James Award Winning Session for 2023

Managing Recreational Therapy Agencies Post-COVID: Lessons Learned from the Pandemic (#21) – Ballroom A

Steven N. Waller, PhD, CPRP

Jason L. Scott, PhD., CTRS;

Angela J. Wozencroft, 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.

Delivering Recreational Therapy in a Virtual Space (#32) – Ballroom B

Abbey Greer, CTRS, CCLS

Welcome to the Wonderful World of Tech! In this session Recreational Therapists will learn the benefits of providing 100% online and virtual RT services. In a post-COVID and rapidly advancing society - the need to adapt the RT practice to fit an online space is more pressing than ever. This session will address how to design, implement, promote, and execute virtual RT services. RTs will leave the session knowing how to expand their existing services to an online sector or create virtual services from the ground up. The group will engage in examples of online RT services using an existing Virtual IOP model and explore potential barriers to engagement of online services.

Learning Outcomes

- ≈ Identify 3 benefits to virtual RT programming
- ≈ Identify 3 barriers to participation in virtual RT programming
- ≈ Name one example of a virtual activity and its corresponding therapeutic benefit



A Theoretical Approach for Recreational Therapy Practice in Mental/Behavioral Health: Function & Application - Part 2 of 2 (must attend both sessions to get CEU credit) (#25 & #26) – Ballroom C

Cara Gray, Ph.D., LRT, CTRS

Most recreation therapists have been taught to use conceptual models and evidence-based or evidence-informed practice to effectively, efficiently and safely achieve patient outcomes; however, few are aware of how the purposeful application of theory can further support these aims, while also deepening their practice knowledge. This session provides a brief overview of theory, its function, and how it can be applied in RT mental/behavioral health practice, specifically using behavioristic and cognitive-behavioral theories. NCTRC Job Analysis [Foundational Knowledge, Planning & Implementation]: Job Task Area 3.01 (Develop Individualized Plan of Care), 3.02 (Design Program Services) & 4.01 (Deliver Program Services)

Learning Outcomes

- ≈ Describe 2 functions of theory that support treatment planning.
- ≈ Differentiate between use of cognitive-behavioral theory and cognitive-behavioral therapy in RT practice.
- ≈ Identify how the use of theory in RT practice bolsters service accountability.
- ≈

Dinner on your own, enjoy your evening!

Thursday, March 28, 2024

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

8:30 – 10:00 am Concurrent Sessions

Ageism: Are Recreational Therapists Promoting or Dismantling Bias in Practice? (#5) – Ballroom A

MaryJo Archambault, CTRS, EdD

Tarah Loy-Ashe, Ph. D., CTRS, LTC

In a society that values youth, it is no surprise that ageism, discrimination against individuals or groups based on age, exists. Not only can ageism erode relationships between generations, but it can also impact global health, longevity, and limit our effectiveness as recreation therapists. Recreation therapists have an ethical responsibility to lead efforts to dismantle ageism in practice. This session will focus on both personal reflection and specific program strategies to assist in reducing age bias as part of our professional responsibility.

Learning Outcomes

- ≈ Identify two impacts of age bias and discrimination on client outcomes
- ≈ Identify three programming strategies that can dismantle ageism
- ≈ Identify personal and professional behavior that may lead to age discrimination

The Road to SRTS: Sparking Interest in EBP Research for Undergraduate RT Students Using Real-World Application (#14) – Ballroom B

Kirstin Whitely, DHA, CTRS

Anna Barrett, TR Undergraduate Student

Tyler Kurtz, TR Undergraduate Student

Jocelyn Price, TR Undergraduate Student

Peyton Sloan, TR Undergraduate Student

In this session, both educator and students will share their experience from a fall 2023 RT/TR evidence-based process research course. The goal of the course was to get students excited about research by offering the possibility of a real-world outlet for dissemination: a conference presentation. This project endeavors to bridge the gap between the classroom and real-life and develop CTRS' that feel competent in conducting and disseminating EBP research. Project design and logistics will be shared including assignment scaffolding and content. The students will present their insights on their journey and research findings. Student projects include Roll for Charisma in Recreational Therapy Interventions: Where Role-Playing Games and Social Skills Training Meet and Exploring the Role of Leisure Education in Smoking/Vaping Cessation Programs for Adults with Intellectual Disabilities. The content of this session falls within the implementation and advancement of the profession areas of the NCTRC Job Task Analysis.

Learning Outcomes

- ≈ Identify at least 1 assignment used to help RT/TR undergraduate students learn the EBP research process.
- ≈ Identify the protocol for implementing at least 1 RT/TR intervention (either leisure education for smoking cessation or role-play games for social skills training)
- ≈ Identify at least one pitfall and one recommendation for the future when teaching EBP research to undergraduate RT/TR students.



Role of the RT at Soldier Recovery Units with Active-Duty Soldiers (#16) – Ballroom C

Ariel Bailey MS, CTRS

Jenn Trantin,

CTRS

The focus of this session will be to share information about how recreational therapists are working with Active Duty military members. We will provide an overview of the Army Recovery Care Program, our role as RTs within a military program, and how the APIE process is used in the comprehensive care of the members. We will also describe Army Trials, Warrior Games, and how the pivotal role RT has in helping Active Duty Athletes prepare and train.

Learning Outcomes

- ≈ Describe the design of recreational therapy services for Active-Duty military members including considering service member needs, the logistics of Active-Duty programs and common activity modifications
- ≈ Explain who all is on the Interdisciplinary team and what the role is in the soldiers' recovery process
- ≈ Articulate steps of recreational therapy program implementation for Active-Duty military members including leadership approaches

10:00 – 10:15 am Break

10:15 – 11:15 am Concurrent Sessions

The Sense of Belonging of College Students with Disabilities: An Opportunity for Recreational Therapists (#2) – Ballroom A

Heather Silander, CTRS, Ed.D.

NOTE: This is also being presented via on-demand

The number of post-secondary students with disabilities, according to the National Center for Education Statistics (2016) is roughly 11%. In the United States, 33% of undergraduate students will not complete their degree program; those with disabilities are up to 58% more likely to drop out of college all together (Hansen, M, 2023). Sense of belonging can include physical accessibility (Vaccaro et. al., 2015), and is connected to mental health and overall wellbeing (Hagerty et. al., 1992), well within the scope of care for recreational therapists. Students are more likely to persist to graduation if they have a sense of belonging and psychological well-being. This session will examine the implication of the advancement and administration of RT services on college/university campuses and the role that recreational therapy can have in addressing students' sense of belonging, and overall well-being.

Learning Outcomes

- ≈ Define sense of belonging
- ≈ Identify at least 2 strategies recreational therapists can employ to enhance sense of belonging in college students
- ≈ Explain the role that recreational therapy can have in addressing overall well-being and sense of belonging on college campuses

Unlocking Calm: Harnessing Strategies for Stress Relief and Emotional Regulation in Recreational Therapy (#13) – Ballroom B

Amelia Saul, Ph.D., LRT, CTRS

Join Dr. Amelia Saul, LRT, CTRS for an enlightening session on leveraging recreational therapy for stress management and emotional regulation. In this session, you will learn how integrating biofeedback and recreational therapy can serve as an effective intervention for enhancing emotional regulation and reducing stress. We will discuss various stress management strategies that can help you and your recreational therapy clients to live a healthier lifestyle. Dr. Saul will highlight her research related to the use of biofeedback as a preventative, stress reduction intervention for young adults with a family history of cardiovascular disease. Additionally, in this session, you will be able to identify recreational therapy strategies that you can begin to implement in your day-to-day life and specific steps that can help you improving your ability to regulate your emotions and reduce your stress.

Learning Outcomes

- ≈ Identify at least two healthy ways recreational therapy clients can effectively cope with stress.
- ≈ Provide an example of one strategy that the participant will implement in their recreational therapy practice with clients.
- ≈ Understand strategies that could be used by recreational therapy clients to improve emotional regulation and decrease stress.

Pickle Squad, a Therapeutic Recreation Intervention to Promote Self-Determination and Pickleball Skills (#11) – Ballroom C

Lori Koplin, MS, CTRS, CPRP, CYSA, CARSS Tania Santiago Perez, Ph.D., CTRS

This session presents Pickle Squad, a recreational therapy intervention that was developed to increase self-determination while promoting sport-specific pickleball skills in adolescents and young adults with IDD. The CTRS applied the APIED process to develop and deliver the program to eight participants with IDD ranging in ages from 14-36. The speakers will describe the development and delivery of the program as well as the outcomes obtained. Recommendations for future implementation will be presented.

Learning Outcomes

- ≈ Demonstrate understanding of the self-determination theory and its importance in the lives of adolescents and young adults with IDD.
- ≈ Identify at least two strategies for utilizing pickleball in a TR community setting following the APIED process
- ≈ Define at least two components and outcomes of Pickle Squad, a TR protocol and intervention.

11:15 am – 1:30 pm General Session, Lunch and Announcements - Ballroom A, B & C

Grassroots Advocacy: Simple Acts of Advocacy to Enhance Your Professional Well-Being in Recreational Therapy

Leandra Bedini, PhD, LRT, CTRS, FDRT

Despite decades of progress, the need to promote RT as a legitimate treatment modality still exists. According to the 2021 NCTRC Job Analysis, CTRSs must, “Educate internal/external stakeholders about the scope of RT/TR practice,” in addition to “Advocate for client’s rights...” We cannot (and should not), however, expect our leaders to do this alone. To move our field forward, everyone must play a role and contribute to advancing RT. But, how? CTRSs identified being overwhelmed, lack of time, and the constant need to defend RT as the top challenges to their jobs. Therefore, this session will propose several simple but proven grassroots actions that CTRSs can implement to effectively advocate for not only their clients/participants but also themselves and the RT profession. Strategies will address both personal (e.g., connections, articulating our value) and professional (e.g., recognition, policy, political support) needs to ultimately improve the professional well-being of CTRSs. [148]

Learning Outcomes

- ≈ Identify at least three (3) consequences to poor professional well-being
- ≈ Identify at least three (3) current critical issues related to the RT field that warrant awareness and advocacy
- ≈ Identify at least three (3) specific advocacy techniques that RTs can use to address the issues in their own settings and the RT field.

1:30 – 1:45 pm Break

1:45 – 3:15 pm Concurrent Sessions

Cognitive Stimulation for a mental health inmate population: a recreation therapy approach (#18) – Ballroom A

John Rhodes, LTR, CTRS

In this session, participants will learn about the cognitive interventions used in a forensic setting, specifically covering Cognitive remediation and bibliotherapy.

Learning Outcomes

- ≈ Identify at least two types of interventions used with an mental health inmate population
- ≈ Identify at least one diagnosis that benefit from cognitive remediation interventions
- ≈ Identify at least two skills targeted by cognitive remediation

How do the ATRA Standards of Practice apply to my setting? (#19) – Ballroom B

Heather Bright, PhD, CTRS

Maryjo Archambault, CTRS EdD

Joan Sutton, MS, LRT, CTRS, CDP, FDRT

The ATRA Standards of Practice are applicable to every setting where Recreational Therapy services are offered. Even if your official title is not "Recreational Therapist" the ATRA SOP manual is a valuable tool for the provision of quality RT services. Participants will gain a better understanding of each standard and how it applies to all settings where recreational therapy is a provided service. NCTRC Job Analysis: Foundational Knowledge and Advancement of the Profession.

Learning Outcomes

- ≈ Verbalize one way the ATRA SOP manual can be used in your setting
- ≈ Identify at least one example of how each standard applies to your setting
- ≈ Verbalize the at least three reasons why professional standards of practice contribute to quality RT services

School Based Recreation Therapy for Students with Mental Health, Physical, Developmental and/or Learning Disabilities (#28) – Ballroom C

Linda Martin

Roxanne Lang, CTRS

A research project conducted in 2023 on School Based Recreation Therapy for children and youth with various physical, developmental and/or learning disabilities, as well as mental health concerns in elementary and high schools will be presented. The research found that 100% of school staff and recreation therapy providers reported therapeutic recreation would be beneficial in schools as a part of the regular school program. An overview of the research study design and results, as well as the implementation of recreation therapy services using the APIED process will be highlighted.

Learning Outcomes

- ≈ To explain how to implement recreation therapy services in schools by the end of the session.
- ≈ Identify three reasons for referral of students that would benefit from recreation therapy in a school setting by the end of the session.
- ≈ To identify two benefits found in the results from the research project on school-based recreation therapy by the end of the session.

3:15 – 3:30 pm Break

3:30 – 4:30 pm Concurrent Sessions

Using Recreational Therapy to Help Aid in Relapse Prevention (#3) – Ballroom A

Lacey Burgess Hatley, MS, LRT, CTRS

NOTE: This is also being presented via on-demand

In this session you will be provided with information on what addiction is, common substances misused/abused, statistics with active addiction as well as how Recreational Therapy can be a vital part of the recovery process.

Learning Outcomes

- ≈ Identify 5 commonly misused/abused substances.
- ≈ Identify 5 areas that Recreational Therapy can address to assist in relapse prevention.
- ≈ Identify 3 new interventions to be facilitated in a substance use facility/with a SU patient.

A Seat at the Table: Advocating for Recreational Therapy in Mental Health throughout facility expansion. (#23) – Ballroom B

Amanda Cox, CTRS. Certified Pet Therapy Team

This session will focus on the CTRS experience and involvement through the expansion and growth from a 25-bed hospital department into a 60-bed standalone facility in Behavioral Health. Learn how the CTRS advocated for the value of Recreational Therapy and related fields within Behavioral Health with the support of a great interdisciplinary team.

Learning Outcomes

- ≈ Identify a plan of action to advocate for RT in their current role.
- ≈ Identify 3 benefits that having RT in the development of the facility had on patient care.
- ≈ Identify 3 ways facility expansion impacted RT department.

"I want to go home.": Empowering Therapeutic Recreation Students Through Resiliency Training (#24) – Ballroom C

Ashley Hamilton, M.S., CTRS

Harry Strobel

David Bissada

Kelsey Webb, M.S., CTRS

Marcy Ward

Kayley Siler

NOTE: This is also being presented via on-demand

This session will explore the evolution of a service-learning project in the foundational therapeutic recreation course at the University of Tennessee, Knoxville. We will examine the attitudes and perceptions of students toward this project over three years and will share our experience of developing and implementing an extensive, Resilience Theory-based training program in the classroom leading up to the capstone experience. This session will touch on the foundational knowledge and administration of TR services NCTRC content areas.

Learning Outcomes

- ≈ Describe Resiliency Theory and define its constructs.
- ≈ Explain the importance of Resiliency Theory for service providers and for preparing future practitioners.
- ≈ Identify at least one way that you can incorporate Resiliency Theory concepts into your current practice.

4:30 – 4:45 Break

4:45 – 5:45 pm Concurrent Sessions

Refresh How You Assess: Assessments for the Recreation Therapist (#22) – Ballroom A

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

Do you need to refresh how you assess individuals you serve? Come to this session to learn how to find standardized assessments, critically evaluate assessment quality, and apply standardized assessments in your Recreation Therapy practices. You will leave the session with free and low-cost assessments you could use in your service setting.

Learning Outcomes

- ≈ Determine at least 3 indicators of high-quality standardized assessments.
- ≈ Explore at least 2 sources for locating new assessments applicable to Recreation Therapy practice.
- ≈ Identify at least 1 new assessment that could be used in their service setting.

Need a Side Hustle? Become an RT Accreditation Site Visitor: Practitioners and Educators Apply Within (#35) – Ballroom B

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

NOTE: This is also being presented via on-demand

The session will provide an overview of accreditation under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Recreational Therapy Education (CARTE). More importantly, the session will provide information and hands-on experience in completing the forms and process for academic accreditation under CAAHEP-CARTE.

Learning Outcomes

- ≈ Demonstrate understanding of the evolution of CARTE and the rationale for CAAHEP-CARTE accreditation
- ≈ Identify the key components of the standards and guidelines for CAAHEP-CARTE accreditation
- ≈ Complete essential aspects of a self-study for academic accreditation under CAAHEP including forms and curriculum



Practical Applications of the Code of Ethics for Recreational Therapists (#31) – Ballroom C

Maureen Meador, CTRS

Becky Garrett, MS, LRT, CTRS, NCIT

Wayne Pollock, PhD, CTRS, FDRT

NOTE: This is also being presented via on-demand

This session will provide an in depth look into the ATRA Code of Ethics and ethical principles that steer our profession. Attendees will examine case studies involving moral and ethical dilemmas faced by recreational therapists and employ the use of practical tools to resolve those dilemmas.

Learning Outcomes

- ≈ Identify a minimum of three ethical principles and their application in the scope of recreational therapy practice.
- ≈ Identify one problem solving model that can be utilized in a case study of an ethical dilemma a recreational therapist may face.
- ≈ Discuss and identify how a code of ethics may impact consumers, recreational therapists and the RT profession.

Dinner on your own, enjoy your evening!

Friday, March 29, 2024

7:30 am – 11:00 am Registration in Common Area Near Ballrooms

8:30 – 10:00 am Concurrent Sessions

Designing Digital Escape Rooms for Use in Recreational Therapy Practice (#1) – Ballroom A

Whitney Kallenbach, MS, CTRS

This session will help attendees learn the process to design digital escape rooms for use in therapeutic recreation practice. We will explore research in regards to escape rooms and the learning process, as well as help you learn how to use basic, free tools to provide the escape room experience in a variety of settings. The session will help to identify different ways to use escape rooms, including learning new information as well as practicing learned skills.

Learning Outcomes

- ≈ Define what a digital escape room is and identify at least one benefit to learning through escape rooms.
- ≈ Identify at least 3 ways they may use escape rooms in their TR practice.
- ≈ Identify at least 4 free tools to help design an escape room.

Using the ATRA Standards of Practice for Compliance and Policy Writing (#20) – Ballroom B

Heather Bright, PhD, CTRS

Maryjo Archaumbault, CTRS, EdD

Joan Sutton, MS, LRT, CTRS, CDP, FDRT

The SOP manual can be used as an advocacy and compliance tool. During the session, participants will explore the content of the ATRA Standards of Practice manual. Participants will learn how develop or revise policies and procedures for their department or program. Participants should bring a copy of the SOP Manual to this session.

Learning Outcomes

- ≈ Verbalize at least three fundamentals of policy and procedure writing
- ≈ Complete a portion of the self-assessment guide using contents from the SOP manual
- ≈ Create the framework for at least one policy using the ATRA SOP Manual, Self-Assessment Guide

Getting The Most From Your HUMAN Resources: Training Recreational Therapy Paraprofessionals (#36) – Ballroom C

Kathy Williams, CTRS

Many recreational therapist use paraprofessionals to assist in the implementation of recreational therapy programs. But are you providing them with the support they need to be their best? In this session we will look at how to assess your staff's needs, identify key information for maximizing practice, how to use techniques for facilitating training and the importance of evaluating employees.

Learning Outcomes

- ≈ Identify three steps needed to plan an effective staff training for recreational therapy support staff.
- ≈ Identify two techniques for facilitating staff training for recreational therapy practice.
- ≈ Identify three key elements for recreational therapy employee evaluations.

10:00 – 10:15 am Break



10:15 – 11:45 am Concurrent Sessions

How to Establish a Facility Dog Program in Recreational Therapy Settings (#12) – Ballroom A

Jenn Taylor, Ph.D., CTRS

Tara DeLong, MS, CTRS, CHES

Lori Ann Eldridge, Ph.D., LRT, CTRS

Rachel Gundrum

Animal assisted interventions are becoming more popular within therapeutic settings. With this intervention growing, there is a need for recreational therapists to learn about implementing this valuable tool. Come learn about how to establish your own facility dog program in this interactive session. Presenters will talk about lessons learned in both recreational therapy practice and university settings. The University Wisconsin – La Crosse (UWL) recently became the first university in the state to acquire and utilize a facility dog within their allied health professional programs—including recreational therapy. This session aims to inform others about how a facility dog can be acquired for use in RT practice as well as educational settings. The process, including the timeline and procedures, required training, and learned experiences will be outlined. We hope to inspire other RT agencies and academic institutions to consider a facility dog in their settings.

Learning Outcomes

- ≈ Identify three lessons learned about establishing facility dog programs in educational and recreational therapy settings
- ≈ State two client outcomes and benefits of utilizing facility dogs in recreational therapy settings
- ≈ Verbalize two NCTRC Job Tasks addressed in facility dog programs

The role of Recreational Therapist in military adaptive sports (#17) – Ballroom B

Ariel Bailey, MS, CTRS

Jenn Trantin, CTRS

The focus of this session will be to share information about how Recreational Therapists are implementing adaptive sports for military service members. In this session we will be going over best practices for adaptive sports for those with physical disabilities and/or behavioral health diagnoses. This will also include an emphasis on preparing for Warrior Games and other adaptive sports tournaments. We will also be speaking about adaptive equipment, equipment management, and classification for those who are learning/competing in adaptive sports. Come learn in depth about how Recreational Therapists run groups such as wheelchair basketball, seated volleyball, archery, precision shooting, swimming, powerlifting, rowing, wheelchair rugby, cycling, track, and field.

Learning Outcomes

- ≈ List one way they could implement adaptive sports at their facility
- ≈ Identify how adaptive sports classifications are done and what they mean
- ≈ Provide an example of what adaptive equipment may be used during adaptive sports



Managing conflict transforms everything – become a resilient, effective, and empowered person, employee, and manager. (#33) – Ballroom C

Cliff Burnham, CTRS, FDRT

NOTE: This session was presented at the 2023 symposium

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 – 12:00 pm Break

**12:00 – 1:30 pm Closing Session and Announcements –
Ballroom A, B & C**

Adaptive sports as the context for transformational recreational therapy services

Jasmine Townsend, Ph.D., CTRS, FDRT, CARSS-II Jeff Townsend, MS

Often times, recreational therapists hear their clients say “adaptive sports have changed my life!”. Recent research has shown that adaptive sports can have meaningful, memorable, and even transformative impacts on the lives of our clients, validating what we often hear and see in practice. Our keynote speakers, Jasmine and Jeff Townsend, are both consumers and providers of adaptive sport services in the United States and around the world. They will offer insight into their experiences abroad and at home in providing these services (especially to underserved populations), and will facilitate an energetic discussion around the characteristics of RT/TR programs and staff that contribute to the development of transformative experiences for our clients.

Learning Outcomes

- ≈ Identify 3 types of extraordinary experiences.
- ≈ Discuss at least 3 program characteristics that contribute to extraordinary recreational therapy experiences.
- ≈ Discuss at least 3 staffing characteristics that contribute to extraordinary recreational therapy experiences