

# On-Demand Symposium Preliminary Program

*\*Sessions are subject to change*

## Connection, Compassion and Competency: The Next Wave of RT

# SRTS

On-Demand Sessions  
April 8-May 3, 2024

Session CEU's have been  
approved by ATRA and NCTRC



03/08/2024

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.

## On-Demand Sessions will be available

April 8 – May 3, 2024

You can access the sessions by going to email you received when you registered and clicking on the link. This will bring you to the home page where you can select the sessions you would like to watch. Upon completion of the session, you must complete the "Session Evaluation" to receive CEU's.

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

[SERecTherapy@gmail.com](mailto:SERecTherapy@gmail.com)

We hope that you enjoy the symposium.

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## On-Demand Sessions Available April 8 – May 3, 2024

### The Sense of Belonging of College Students with Disabilities: An Opportunity for Recreational Therapists

Heather Silander, CTRS, Ed.D.

Francesca Licari

*NOTE: This is also being presented in-person*

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

### FLOW as a Framework for Implementing a Therapeutic Fly Fishing Program for Veterans in Recreation Therapy

James Newman, PhD, CTRS

This session will use FLOW Theory as a framework to discuss the inclusion of veterans with disabilities in a Therapeutic Fly Fishing program. The session will focus on: 1) accurate assessment of needs specific to veterans, 2) program and activity planning involved in facilitating these experiences including the selection of specific adaptive equipment and techniques, 3) important facilitation techniques, and 4) the use of multi-domain evaluation of veteran progress through the program. The session will involve the demonstration of various adapted tools and technologies to ensure optimum levels of challenge are maintained.

#### Learning Outcomes

- ≈ By the end of the presentation, each participant will verbally indicate 3 areas to consider when planning to work with a disabled veteran participant.
- ≈ By the end of the presentation, each participant will understand the utility of the FLOW and the APIE cycle as applied to therapeutic fly fishing
- ≈ By the end of the presentation, each participant will demonstrate the ability to create an informal plan for a given participant that is based on the individual's assessed data.

## Improving Health Quality of Life and Wellbeing through Participation in Adapted Recreation Therapy

Amanda Ervin, MS, CTRS

This session will discuss findings from a research project conducted in Southern Alberta, that investigated health quality of life and wellbeing outcomes from individuals who participated in adapted recreation activities. This session will discuss different types of adapted recreation programs and will discuss some of incredible ways that two organizations allow the seemingly impossible to be made possible. Participants will learn about a variety of adapted recreation equipment, program adaptations and will hear about some current research on these topics.

### Learning Outcomes

- ≈ Upon completion, participants will be able to discuss the WHO-BREF 26 assessment, the Warwick-Edinburgh Mental Well-Being Scale, the Social and Personal Relationship Scale and the importance of client assessment.
- ≈ Upon completion, participants will be able to identify at least 3 benefits of adapted recreation and 3 ways that recreation programs can be adapted
- ≈ Upon completion, participants will have 3 strategies on how to locate and participate in programs that provide adapted recreation
- ≈ Upon completion, participants will have greater knowledge about teams and service providers implementing adapted recreation

## Rethinking Inclusion in Recreational Therapy: The Case for Adaptive Recreation

Don Magnuson, CTRS

This session will address some history of how recreation inclusion has been promoted and implemented historically and will deconstruct more than a dozen myths and misconceptions about the alleged superiority of inclusive recreation. The methodology, validity, and reliability issues behind inclusion research are closely examined along with the way that results can be misinterpreted and misused. A choice based model will be proposed as a preferred alternative to inclusion-only and adaptive-only programming.

### Learning Outcomes

- ≈ Define the differences between inclusive-only, adaptive-only, and choice based service delivery models.
- ≈ Identify ten misconceptions about inclusive and adaptive recreation.
- ≈ Identify three ways to promote a balanced approach to adaptive and inclusive recreation in TR settings.



## "I want to go home.": Empowering Therapeutic Recreation Students Through Resiliency Training

Ashley Hamilton, M.S., CTRS  
Marcy Ward

Kelsey Webb, M.S., CTRS  
David Bissada

Harry Strobel  
Kayley Siler

*NOTE: This is also being presented in-person*

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.

## Practical Applications of the Code of Ethics for Recreational Therapists

Maureen Meador, CTRS

Becky Garrett, MS, LRT, CTRS, NCIT

Wayne Pollock, PhD, CTRS, FDRT

*NOTE: This is also being presented in-person*

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.

## Need a Side Hustle? Become an RT Accreditation Site Visitor: Practitioners and Educators Apply Within

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

*NOTE: This is also being presented in-person*

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