

On-Demand Symposium  
Preliminary Program

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



04/07/2024

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.



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.

*Session CEU's have been approved by ATRA and NCTRC*



## SRTS On-Demand Conference Information

SRTS On-Demand sessions may be viewed between **April 8 and May 3, 2024 at midnight.**

Attendees will need their ATRA sign-on and password used when registering for the symposium.

Attendees may choose to watch presentations in any order.

Sessions may be paused and returned to later, but not fast forwarded. However, if an attendee chooses to pause and **exit** a session, the attendee will need to start the session again and play the entire session.

Session evaluations will follow each presentation and must be completed in order to receive CEU credit.

Certificates will immediately generate in your account upon completing each sessions evaluation.

**Review your CEU Transcripts upon successful completion of each session via the ATRA platform to ensure you received credit.**

CEU certificates will be available upon successful completion of the course evaluation(s). To view your CEU certificates, 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. ***CEU Transcripts will not be mailed by ATRA.***

If you need any assistance, please email [education@atra-online.com](mailto:education@atra-online.com)

## 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

### Using Recreational Therapy to Address Behavioral Activation

Valerie Lazzara Mould, MA, CTRS

Alexandra Spayde, CTRS

Kelly Morgan, CTRS

*NOTE: This was presented in 2023 both In-Person and On-Demand. This video recording was originally presented at the SRTS 2023 conference. Please disregard video instructions regarding the date, attendees may view this presentation between April 8th and May 3rd.*

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.



## 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

# Congratulations to SRTS 2024 Scholarship Recipients

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**Olivia Cheskey**  
Old Dominion University

**Jurnee Ross**  
Old Dominion University

**Kayleigh Wilson**  
University of North Carolina Wilmington

## 2024 SRTS Board of Directors

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SOUTHEAST RECREATIONAL  
**THERAPY** SYMPOSIUM

We look forward to seeing you at the

# 2025 Symposium

March 26 – 28, 2025

Greenville Golf Resort & Conference Center  
Embassy Suites  
Greenville, South Carolina



**SRTS**

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THERAPY SYMPOSIUM