

SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM 2008

New Vision for Recreational Therapy Service Delivery



**July 16-18, 2008
Park Vista Hotel and Conference Center
Gatlinburg, Tennessee**

AGENDA

WEDNESDAY, JULY 16

9:00 - 12:45 **REGISTRATION FOR SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM**

1:00 - 2:30 **WELCOME AND KEYNOTE ADDRESS**

◆ **Recreational Therapy: The Vision of What Should...Can Be (K1) (Ballroom 1)**

Recreational Therapy has entered a new era of accountability for professional competence in outcome based practice. Professional competencies, commitments, and legislative action will be addressed in the interest of promoting action on the part of every recreational therapist.

Learning Objectives: Participants will be able to 1) have an understanding of the current challenges of the field regarding practice competencies and commitments to the profession, 2) identify at least three actions they can take to advance competencies for practice in recreational therapy, 3) create a vision of personal practice and commitment for the profession.

Thomas K. Skalko, Ph.D., LRT/CTRS East Carolina University

2:30 – 2:45 **BREAK**

2:45- 4:15 **CONCURRENT SESSIONS**

◆ **Evidenced-Based Recreational Therapy Practice: Improving Client Outcomes (CT1-A) (Garden View E)**

This session will review changes in health care delivery that create the need for evidence-based recreational therapy practice. The Institute of Medicine (IOM) report *Crossing the Quality Chasm* will be reviewed to identify changes recommended for the health care system. Techniques for demonstrating evidenced-based practice will be reviewed.

Learning Objectives: Participants will demonstrate understanding of 1) health care trends and the focus on evidence-based health care practice, 2) the need to demonstrate evidence-based recreational therapy practice, 3) techniques for documenting evidence-based practice.

Ray West, MS, LRT/CTRS, Chapel Hill, NC

◆ **Making the Transition to Recreational Therapy in the Skilled Nursing Facility (A1) (Garden View AB)**

This session will outline the steps needed to make the transition from activities to providing recreational therapy services in the skilled nursing facility. Information about CMS guidelines as well as utilizing the MDS and quality indicators to determine potential areas for treatment will be included.

Learning Objectives: Participants will demonstrate knowledge of 1) the requirements established by CMS for RT treatment in skilled nursing facilities, 2) 5 actions needed to implement RT services in skilled nursing facilities, 3) potential areas for RT treatment utilizing the MDS 3.0 and the quality indicators.

Jo Lewis, MS, CTRS, Valencia Hills Health and Rehabilitation Center

◆ **Kaizen Philosophy: A Creative Approach to Recreational Therapy Service Delivery (A2) (Garden View D)**

Discover the Japanese philosophy of kaizen and its' application as a creative approach to RT service delivery. Learn new tools that will enrich your professional life and your impact on clients, whether you are just starting out or a seasoned veteran.

Learning Objectives: Participants will demonstrate 1) knowledge of the physiological responses to fear, anxiety, and excitement within the brain and the entire body, 2) knowledge of the history and philosophy of kaizen, 3) the ability to apply at least 3 kaizen tools to RT practice.

Stacey Beth Shulman, M.Ed., CTRS, The Cohen Home

◆ **STRS – SRTS: A New Beginning or Retro-fitting TR (A3) (Garden View C)**

The speakers will provide some historical facts about the development of our profession and what it has been called over the past six decades. We have been called recreational therapists, therapeutic recreation specialists, hospital recreation workers, rehabilitation therapists, activity therapists, adjunctive therapists, etc. It is time for consistency and heightened professionalism.

Learning Objectives: Participants will 1) understand the historical/philosophical development of our profession, 2) have an appreciation of how to participate in the advancement of our profession, 3) have an understanding of how our profession has been organized and managed.

Gene Hayes, Ph.D., CTRS, The University of Tennessee

Angie Nicovich, CTRS, Graduate Assistant, The University of Tennessee

Emily Kennedy, CTRS, Graduate Assistant, The University of Tennessee

◆ **Who's Keeping Score? Measuring Performance Expectations in Recreational Therapy Groups to Increase Appropriate Social Skills among Adolescents and Adults with Dual Diagnoses (A4) (Ballroom 1)**

Keeping score on performance expectations during recreational therapy groups for adolescents and adults with a dual diagnosis in a short and long term residential setting can deliver the measurable outcomes that recreational therapists need to show individual progress. Be prepared to match up with ideas that could take your program to the next level within an applied behavior analysis model.

Learning Objectives: Participants will 1) be able to state 3 performance expectations that can be reached within a recreational therapy group, 2) learn at least two interventions for increasing the social skills of people with a dual diagnosis, 3) be able to state how to present progress data in a measurable way to a treatment team after implementation of a recreational therapy group.

Michelle B. Frye, MS, LRT/CTRS, Murdoch Developmental Center

4:30- 6:00 **CONCURRENT SESSIONS**

◆ **Assessment and Writing Measurable Functional Outcome Goals for Recreational Therapy (Theory and Practice) – (Part 1 of 2) (CT1-B) (Garden View E)**

These sessions will help participants identify functional outcomes associated with specific client needs. Participants will have hands-on practice for writing measurable functional outcome goals for their client population(s).

Learning Objectives: Participants will 1) describe the rationale for writing functional outcome goals, 2) identify three of the key components necessary to include when writing functional outcome goals, 3) identify two functional outcomes for the two needs assessed in their client population.

*Laurie Reddick, MA, LRT/CTRS, CCLS, UNC-Chapel Hill Hospitals
Peg Connolly, Ph.D., LRT/CTRS, Western Carolina University*

◆ **Understanding Typical Behaviors Associated with Dementia – “Listen with the Eyes of Your Heart” (B1) (Garden View AB)**

This session will address what people with dementia are communicating through their behaviors. For each of the behaviors addressed, participants will learn how to define the behavior, examples of the behaviors and possible causes. Suggestions of implementing creative therapeutic interventions and approaches will be discussed for each behavior addressed.

Learning Objectives: Participants will 1) identify typical behaviors that a person with dementia may display, 2) understand what the person with dementia may be trying to communicate through behaviors identified in the session, 3) be able to give examples of appropriate interventions in response to these behaviors.

Sheri Bankston, CTRS, Quality of Life Consultation Services, Jackson, MS

◆ **Empowering Consumers through Recreational Therapy (B2) (Garden View D)**

This session will teach participants a skill to utilize with consumers to develop recovery and self-management skills and strategies for dealing with mental illness. The session will integrate how to utilize the participant “tool box” of interventions to reinforce to consumers the benefits of developing and following a wellness plan.

Learning Objectives: Participants will identify 1) three components of a wellness plan, 2) two recreational therapy interventions to utilize to reinforce skills within a wellness plan.

Kathy Durden, CTRS, CAC II, CPRP, CarePartners of Georgia

◆ **Spirituality: Discovering the Step-by-Step Programming Components (B3) (Garden View C)**

This session will focus on exploring the relationship between recreational therapy and spirituality in its broadest sense. How the recreational therapist can include elements of spirituality through various alternative methods and implement this modality in the treatment plans will be discussed.

Learning Objectives: Participants will be able to 1) articulate the relationship between recreational therapy and spirituality, 2) lead a group in two of the following: a meditation exercise, a relaxation exercise, and guided imagery exercise, 3) list potential barriers and solutions to overcome for successful interventions.

Larry Y. Brown, M.S., CTRS, CAS, The University of Tennessee

Steve Waller, Ph.D., The University of Tennessee

Trinette Mumford, Graduate Assistant, The University of Tennessee

◆ **Fitness Through the Lifespan: Incorporating Fitness into Recreational Therapy Programs (B4) (Ballroom 1)**

Fitness training and certification can increase our competency and effectiveness as recreational therapists. This session will explore fitness training recommendations from the American College of Sports Medicine, various fitness certifications, and working with clients of all ages in the mental health setting.

Learning Objectives: Participants will 1) identify fitness training recommendations including cardio respiratory fitness, muscular strength and endurance, and flexibility exercises, 2) be able to apply fitness training recommendations to various age groups and conditions, including people with mental health diagnoses, 3) be able to identify 3 national fitness certifications and rationale for recreational therapists to obtain fitness certification and training.

Antravese Stanton, CTRS, Wekiva Center

Sue Fazio, CTRS, Wolfson's Children's Hospital

Barbara Tyler, MS, CTRS, Balance Pilates & Fitness Studio

6:00 – 7:00 OPENING NIGHT SOCIAL – CRACKER BARREL NETWORKING (Ballroom 2)

THURSDAY, JULY 17

7:30 – 8:30 REGISTRATION AND BREAKFAST

8:30 – 10:00 CONCURRENT SESSIONS

◆ **Assessment and Writing Measurable Functional Outcome Goals for Recreational Therapy (Theory and Practice) – (Part 2 of 2) (CT1-C) (Garden View E)**

See concurrent description of (CT1-B)

Laurie Reddick, MA, LRT/CTRS, CCLS, UNC-Chapel Hill Hospitals

Peg Connolly, Ph.D., LRT/CTRS, Western Carolina University

◆ **NEST: Needs, Environment, Stimulation, and Team Techniques for Behaviors in Dementia (Part 1 of 2) (CT2-A) (Garden View AB)**

With this training recreation therapists will be able to provide individualized interventions based on the best scientific evidence, and will be able to select assessments to measure outcomes. This was formerly known as the Dementia Practice Guideline (DPG) training and was created to provide a reliable interdisciplinary approach to behavior change in dementia care settings using non-drug approaches.

Learning Objectives: Participants will be able to 1) describe the NEST team process and explain the roles of recreation therapy in behavioral interventions, 2) select assessments to measure behavior change, 3) select interventions for behavior problems based on scientific evidence.

Linda L. Buettner, Ph.D., LRT/CTRS, University of NC at Greensboro

◆ **Working with Resistance (C-1) (Garden View D)**

Resistance in therapy is a common issue. Resistance can play out in a number of different scenarios: refusing to attend group, unwillingness to engage in the therapy when attending, and a lack of motivation to change behavior. Assessment of the nature of the resistance is required before successful intervention. This session will utilize role playing to demonstrate successful interventions.

Learning Objectives: Participants will 1) identify three forms of resistance, 2) learn two therapist approaches with the potential to increase resistance, 3) learn three therapist interventions to facilitate engagement of the client in treatment rather than resistance.

Wayne Pollock, MS, CTRS, Virginia Wesleyan College
Bob Raynor, MS, CTRS, Institute of Psychiatry MUSC, Charleston, SC

◆ **Day Treatment Interventions for At-Risk Youth: Focusing on Outcomes (C2) (Garden View C)**

This session will focus on outcome based recreational therapy interventions for at-risk youth and strategies for implementation of interventions.

Learning Objectives: Participants will 1) identify two interventions per desired outcome, 2) identify implementation strategies for at-risk youth, 3) transfer skills acquired during session to own facility or organization.

James M. Holland, BS, Graduate Student, East Carolina University

Amanda B. Maulsby, BS, LRT/CTRS, Graduate Student, East Carolina University

◆ **BlazeSports: Realizing Potential for People with Disabilities (C3) (Ballroom 1)**

Through this interactive session, participants will learn about BlazeSports America's comprehensive programs that nurture personal, physical and psychological well-being of children, youth and adults with physical disabilities through a national network of 61 clubs delivering programs in partnership with local parks and recreation departments and children's hospitals.

Learning Objectives: Participants will 1) understand the services offered by BlazeSports America, 2) have a working knowledge of some adaptive sports equipment, 3) have an understanding of the role BlazeSports America plays in providing sports and healthy lifestyle programs for youth and adults with physical disabilities.

Tim Wall, CTRS, BlazeSports America

Wil Bissainthe, BlazeSports America

10:00 – 10:15 **BREAK**

10:15 – 11:45 **CONCURRENT SESSIONS**

◆ **Using Case Studies to Measure Evidence-Based Outcomes (CT1-D) (Garden View E)**

Case studies can be an effective way to demonstrate evidenced-based outcomes in a manner that links patient needs to outcomes so recreational therapy can be understood and valued by stakeholders as a necessary treatment service. This session will present the use of a case study as a means to demonstrate evidenced-based outcomes provided by recreational therapists. A format for conducting a case study will be reviewed followed by a case study presentation of the patient care provided by a recreational therapist that includes a review of evidence-based care literature, a summary of the patient's assessed needs and limitations, treatment goals and outcomes.

Learning Objectives: Participants will be able to 1) identify two benefits of using case studies to demonstrate evidence-based practice, 2) describe a format for writing evidence-based case studies, 3) cite two referenced case studies from the literature of recreational therapy.

Peg Connolly, Ph.D., LRT/CTRS, Western Carolina University

Laurie Reddick, MA, LRT/CTRS, CCLS, University of North Carolina Hospitals

◆ **NEST: Needs, Environment, Stimulation, and Team Techniques for Behaviors in Dementia (Part 2 of 2) (CT2-B) (Garden View AB)**

See concurrent description for (CT2-A)

Linda L. Buettner, Ph.D., LRT/CTRS, University of NC at Greensboro

◆ **"It's Never Too Late": Engaging Persons with Dementia through Adaptive Computer Technologies (D1) (Garden View D)**

This presentation showcases *It's Never 2 Late* multimedia technologies, delivered through adaptive computer systems that deliver proven quality of life outcomes to individuals with cognitive disabilities. The systems demonstrated have been specifically designed for individuals with little or no computer experience. The presentation focuses on the practical application of computer system use in treatment interventions.

Learning Objectives: Participants will 1) have information about the use of adaptive computer technologies in therapy to provide interactive experiences, 2) understand the possible measurable outcomes of the use of adapted technology in treatment of persons with dementia, 3) have knowledge of how the care team may work to integrate the specialized computer system into daily treatment interventions.

Meaghan Carabello, *It's Never Too Late*, Denver, CO

◆ **Traditional Middle Eastern Dance as a Treatment Modality (D2) (Ballroom 1)**

Traditional Middle Eastern dance uses fluid, low impact movements which will strengthen and tone the muscles used. This experiential session will focus on basic moves that can be adapted for use as a treatment modality with many populations, including people using wheelchairs.

Learning Objectives: Participants will be able to 1) execute 4-8 simple movements in traditional Middle Eastern style, 2) combine 4-8 simple Middle Eastern dance movements into short combinations, 3) modify/adapt learned dance movements for his/her own patients/clients.

Tammy Blakely, M.Ed., CTRS, Gwinnett County Senior Center

◆ **Using "Fido" as a Recreational Therapist (D3) (Garden View C)**

This session will present a video on "Animal Assisted Therapy" that describes the Canine Companions for Independence (CCI) program. This program is about training dogs for assisting persons who are disabled to become more independent in their daily lives. Participants will have the opportunity to interact with at least one dog specially trained by Canine Companions for Independence and experience the wonders of canine therapy.

Learning Objectives: Participants will 1) learn the theory / rationale of canines in recreational therapy, 2) understand how canines can enhance independence, 3) have an understanding of specific outcomes in using canines for recreational therapy in physical rehabilitation and camping programs.

Gene Hayes, Ph.D., CTRS, The University of Tennessee

Janelle Nimer, The University of Tennessee

11:45 – 1:20 **LUNCH and GENERAL SESSION**

◆ **Theory Based Recreational Therapy Practice and Client Needs (K2) (Ballroom 2/3)**

Theory is the basis for recreational therapy practice that provides accountable professional practices. However, there has often been conflict between promoting services based on leisure theories that may not directly relate to

client diagnosed needs for treatment. The purpose of this session is to provide an overview of common theoretical premises for recreational therapy services. Emphasis will be placed on theories and concepts from positive psychology which have a direct link to client health, recovery and wellness.

Learning Objectives: Participants will 1) identify the common theories of recreational therapy practice along with newer theories from positive psychology, 2) identify client diagnosed needs relevant to admission for treatment and to select appropriate theories based on these client needs, 3) describe the use of relevant theory to reach appropriate functional outcomes as a basis of evidence-based practice.

Peg Connolly, Ph.D., LRT/CTRS, Western Carolina University

1:30 – 3:00

CONCURRENT SESSIONS

◆ **ARROW Initiative (Active Recreational Resources for Optimal Wellness) (CT2-C) (Garden View AB)**

What's new with MDS 3.0 for recreational therapists and activities professionals? The recreational therapists' new roles and opportunities for the future will be discussed; training the nursing home staff to understand time limited RT and how they can be trained to provide the most meaningful aftercare.

Learning Objectives: Participants will 1) have the knowledge to comply with MDS 3.0 changes, 2) provide staff training and mentoring to implement a continuum of recreational therapy services, 3) request referrals from physicians and nurse practitioners for time limited RT services.

Linda L. Buettner, Ph.D., LRT/CTRS, University of NC at Greensboro

◆ **Diversified and Dynamic Teambuilding Interventions (E1) (Garden View E)**

Are you tired of using the same teambuilding activities over and over? In this session you will be introduced to some new activities that are fun and exciting for many different populations. You will learn new interventions to add to your professional repertoire and how to process them and motivate discouraged participants to stay engaged.

Learning Objectives: Participants will be 1) introduced to new activities to use in diverse populations, 2) able to process each activity according to the level of care in their facility, 3) able to motivate clients based on facilitation techniques introduced.

Tanisha Morris, CTRS, Coastal Harbor Treatment Center

Angela Spivy, CTRS Coastal Harbor Treatment Center

◆ **Playing with Internal Energy: Taiji with Special Populations (Part 1 of 2) (E2) (Ballroom 1)**

This session will teach the principles of Tai Chi that can be used in everyday life. The internal energy associated with taiji and how it helps the individual recover will be discussed. Five taiji exercises/movements that positively produce energy will be explored along with the importance of harmonic sound and intention.

Learning Objectives: Participants will 1) be able to articulate the importance of taiji energy work with special populations, 2) be able to explain why and how this energy work is done with special populations and explain this information perspective client base, 3) learn skills that are necessary for a person to teach tai chi to a special population and be able to state them.

Larry Y. Brown, M.S., CTRS, CAS, The University of Tennessee-Knoxville

Steve Waller, Ph.D., The University of Tennessee-Knoxville

◆ **Functional Outcomes in Working with Children with Autism (E3) (Garden View D)**

Speakers will present information, discussion and demonstrations on working with children with autism in various programs and settings including public school classrooms. Information about the "autism spectrum" will be presented and methods and techniques for working with children with autism will be presented.

Learning Objectives: Participants will have an understanding of 1) autism and the autism spectrum, 2) how to plan appropriate interventions for children with autism, 3) how to implement appropriate individual interventions based upon individual goals and objectives.

Rachel Smith, BS, The University of Tennessee

Gene Hayes, Ph.D., CTRS, The University of Tennessee

◆ **Developing a Cooperative Effort: Adaptive Snow Skiing in North Carolina (E4) (Garden View C)**

This session reveals the history of the Ski Beech Snow Ski clinic; the core therapeutic values pertinent to physical, behavioral, and cognitive domains; a brief overview of adaptive snow skiing techniques and developments; and the efforts of a diverse group of agencies and professionals working on a common goal.

Learning Objectives: Participants will 1) be able to understand the benefits of adaptive snow skiing for physical, behavioral, and cognitive improvements for the participant, 2) recognize the various forms of adaptive snow skiing for recommendations for their clients, 3) develop an understanding of the use of adaptive snow skiing as a community re-integration medium.

Al Kaye, M.S., CTRS, Patricia Neal Rehabilitation Center

3:00 – 3:15 BREAK

3:15 – 4:45

CONCURRENT SESSIONS

◆ **Recreational Therapy in the Treatment of Depression in Older Adults: A Clinical Practice Guideline (CT2-D) (Garden View AB)**

Graduate students worked together with their faculty mentor to create evidence based guideline to treat clinical depression in older adults. RTs in all care setting must be vigilant for signs and symptoms of depression in their clients and be prepared to take action. This session will provide information about implementing similar projects to advance our profession and techniques to treat depression in LTC settings. Copies of the guideline will be available for purchase.

Learning Objectives: Participants will be able to 1) select an assessment to measure depression in older adults, 2) develop and document an intervention plan for depression based on scientific evidence, 3) select and implement individual and group protocols for depression based on scientific evidence.

Linda L. Buettner, Ph.D., LRT/CTRS, University of NC at Greensboro

Jo Lewis, CTRS, Valencia Hills Health & Rehabilitation Center

◆ **From Idea to Implementation: Successful Business Planning Strategies for RT Programs (F1) (Garden View C)**

This session will focus on utilizing strategic and business planning techniques to first critique a program idea to determine operational feasibility and then outline steps for successful implementation of the planned program. An overview of trends and issues that effect recreational therapy service delivery will be examined for their impact

during the program conception phase. Key elements of the strategic planning process will be highlighted along with a model to utilize in developing a vision framework. An outline for a standard Business Plan will be provided focusing on areas of background analysis, financial planning and marketing strategies. Examples of successful revenue producing programming utilizing strategic and business planning will be provided.

Learning Objectives: Participants will 1) identify trends / issues impacting recreational therapy practice, 2) outline the steps in the strategic planning process, 3) utilize a business planning model to develop and implement new programs, 4) recognize the value of strategic and business planning in developing revenue producing programs.

Pam Wilson, LRT/CTRS, Wake Forest University Baptist Medical Center

◆ **Playing with Internal Energy: Taiji with Special Populations (Part 2 of 2) (F2) (Ballroom 1)**

See concurrent description of (E2)

Larry Y. Brown, M.S., CTRS, CAS, The University of Tennessee-Knoxville

Steve Waller, PhD., The University of Tennessee-Knoxville

◆ **The Open Door: The Re-entry Experiences of Eight Patients in an Acute Care Psychiatric Unit (F3) (Garden View D)**

The purpose of this qualitative interview study was to document the experiences of persons diagnosed with major depression who were readmitted to an acute care voluntary psychiatric unit after having been previously discharged and who took part there in a therapeutic recreation program. Sub-questions focused on the participants' experiences both at home and in the hospital and their experiences in the therapeutic recreation program

Learning Objectives: Participants will 1) demonstrate knowledge of the background of the relationship between RT and recidivism and community re-integration, 2) have advanced knowledge of persons diagnosed with major depressive disorder and the RT modality, 3) have knowledge of how to advance the relationship between RT and the treatment team.

Tai Annmarie McConnell, Ph.D., CTRS, NYU Medical Center

◆ **Preparing the Student for Internship: Responsibilities Beyond Campus (F4) (Garden View E)**

Recreational Therapy internships for professional certification will continue to compose an essential component of professional preparation for the new graduate. In addition to a student's academic preparation, there are endless and often neglected responsibilities for the agency and the student prior to the internship experience. Relevant information and the primary issues related to these preparations and responsibilities will be generated, reviewed and discussed by participants.

Learning Objectives: Participants will 1) demonstrate acquired knowledge of internship preparation areas as evidenced by an appropriate score on a post session survey, 2) identify key components related to preparing the student for the internship experience as evidenced by the experiential and cooperative programmatic design as observed by the presenter during the session, 3) be able to identify key areas of an agency's responsibilities in preparing the intern for the experience as evidenced by an appropriate score on a post session survey.

Matt Brownlee, M.S., CTRS, Coastal Harbor Treatment Center

5:15 Hike in Great Smoky Mountains National Park

For interested hikers, meet in lobby for car pooling to nearby trail head.

FRIDAY, JULY 18

8:00 - 8:30

REGISTRATION AND BREAKFAST

8:30 -10:00

CONCURRENT SESSIONS

◆ **Functional Outcomes and Therapeutic Benefits of Recreational Therapy (G1) (Garden View E)**

This session will present information focusing on the development and implementation of outdoor education/recreation programs that will enhance the functional outcomes and therapeutic benefits for children and youth with cognitive impairments and other limitations. Specific examples will be given along with pictorial illustrations.

Learning Objectives: Participants will gain an understanding of 1)how and why to plan interventions, 2) the essentials of implementing an individual treatment plan, 3) how, when, why to do documentation and evaluation.

Kristin Bradley, The University of Tennessee

Elizabeth Waddey, CTRS

Gene Hayes, Ph.D., CTRS, The University of Tennessee

◆ **Recreational Therapy in Stroke Rehabilitation: A Stakeholder's View (G2) (Garden View D)**

What is a CVA? What cause it? What can be done to prevent a stroke? How does convalesce occur? Can recreational therapy help? A recreational therapy stakeholder speaks out!

Learning Objectives: Participants will 1) describe a CVA and its possible causes, 2) identify what can be done to alleviate incidence, 3) critique the contribution of recreational therapy to stroke rehabilitation.

Jesse A. Mann, Ph.D., LRT/CTRS, Associate Professor, NCCU

◆ **Sit 'N' Dance (G3) (Mountain View AB)**

Sit 'N' Dance is an effective intervention for recreational therapy clients regardless of physical or cognitive limitations. Participants will learn to facilitate adapted dance programs using, easy to follow dance movements. The program is applicable to pediatric, adult and geriatric populations. No previous dance experience required.

Learning Objectives: Participants will learn 1) 8 – 12 seated dances, 2) how to teach seated dance, 3) how to adapt materials for special needs and to plan and teach ongoing programs.

Jackie Mills, Sit'N' Dance Program Creator

◆ **Contributing to the Professional Development of Recreational Therapy: "I Know I Do Good Stuff, How Can I share it with my Peers?" (G4) (Garden View AB)**

This session will teach participants the process of presenting at a professional conference. The session will review the specific process for SRTS presentations. The session is designed to be interactive to include a SNAP assessment regarding becoming involved in a professional conference. Participants will also participate in small groups and interactive role play to practice mastering the skill of presenting to peers.

Learning Objectives: Participants will identify: 1) three skills related to organizing and preparing for a presentation, 2) one possible submission from their own tool box to present, 3) as a group, 4 best practice ideas as possible sessions.

*Kathy Durden, CTRS, CAC II, CPRP, CarePartners of Georgia
Sheridan Black, CTRS, StarLife Services & Resources, Inc.*

◆ **Using Aromatherapy in your Relaxation Program (G5) (Mountain View CD)**

A typical Relaxation Session often involves a CD player, some gentle mood music and a good imagination. As participants in this experiential session you will add the sense of smell to the mix and discover aromatherapy as an effective intervention.

Learning Objectives: Participants will 1) identify at least 3 relaxation techniques they will be able to apply using aromatherapy, 2) identify resources available that will be useful in incorporating aromatherapy into their relaxation programs, 3) experience the effects of aromatherapy and relaxation by participation in guided relaxation exercises.

Maureen Meador, CTRS, Shepherd Center, Suwanee, GA

10:15-11:45

CONCURRENT SESSIONS

◆ **Assessing the LTC Client for Recreational Therapy Treatment (H1) (Garden View AB)**

Assessment is the foundation of the treatment process. The problems, goals and interventions in a plan of care are based on the interests, strengths and needs identified in the assessment. This presentation will assist the therapist in selecting and/or developing a tool that will assist in determining the treatment plan.

Learning Objectives: Participants will be able to 1) identify the components of a solid assessment, 2) identify components of an assessment needed in their field of practice, 3) use the information from the assessment to develop a treatment plan.

Amy Smith, LRT/CTRS, Beverly Living Centers

◆ **How to Change Your Clients from a Coy Caterpillar to a Social Butterfly (H2) (Mountain View B)**

Do you need resources to start a social skills treatment program but don't know where to find them? As a result of this session, participants will be better equipped at planning social skills treatment interventions for their clients. During this session, participants will be able to identify the importance of a social skills treatment program and the populations it works well with. Participants will also be able to plan and implement several sessions of social skills treatment interventions.

Learning Objectives: Participants will 1) identify the importance of a social skills treatment program and populations that it will work well with, 2) be able to plan at least one social skill treatment intervention using resources provided, 3) engage in 1-2 activities from the social skills treatment program developed by a presenter.

Angela Spivy, CTRS Coastal Harbor Treatment Center

Tanisha Morris, CTRS, Coastal Harbor Treatment Center

◆ **Therapeutic Drama Intervention for At-risk Youth (H3) (Garden View E)**

This presentation will review the collaboration between two university programs (dramatic arts and therapeutic recreation) to develop and implement an expressive arts curriculum designed to increase participant knowledge and skills of drama while decreasing behaviors associated with violence.

Learning Objectives: Participants will 1) be able to describe the importance of social emotional skills for life functioning, 2) describe the development and implementation of a specific program designed to meet social emotional goals, 3) have knowledge of some activities designed to meet goals and objectives related to social emotional learning thru the therapeutic use of expressive arts.

Ellen Broach, Ed.D. CTRS, University of South Alabama

◆ **The Realm of Multi-sensory Stimulation for Treatment Applications: So Who is the New Kid on the Block? (H4) (Mountain View CD)**

Brief overview of fundamental concepts for multi-sensory stimulation and division of MSE and Snoezelen therapy. Introduction of Rhythmic Entrainment as a newer intervention technique for use with a variety of populations.

Learning Objectives: Participants will 1) develop an understanding of multi-sensory stimulation theory, 2) develop an understanding of rhythmic entrainment principles, 3) review case studies based on rhythmic entrainment interventions.

Al Kaye, M.S., CTRS, Patricia Neal Rehabilitation Center

11:45 **BREAK**

12:00-1:00

GENERAL SESSION

◆ **God Bless and Ride the Bull (Ruminations from a Bull) (K3) (Mountain View All)**

Bodacious the Bull excelled at delivering adversity and sudden change (AC). Mr. Clark (a person with paraplegia) will tell how he rides the bull using attitude and community (AC).

Learning Objectives: Participants will 1) be better able to identify adversity and change in all our lives, 2) be better able to employ a positive attitude to overcome challenges, 3) see how community is crucial to adapting to radical change.

Dennis Clark

1:00

CLOSING, FINAL EVALUATION, DOOR PRIZES

Door Prize at Closing for 2009 FREE Symposium Registration