

**SOUTHEAST RECREATIONAL THERAPY SYMPOSIUM
2009**

***SPRING FORWARD
WITH A COMMITMENT TO COMPETENCIES***



April 8-10, 2009

Premier Resorts at Barefoot Resort

Myrtle Beach, SC

AGENDA

WEDNESDAY, APRIL 8

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

REGISTRATION FOR SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM

1:00 - 2:30 WELCOME AND KEYNOTE ADDRESS

◆ **Competence-Confidence-Performance-Recognition: Recreational Therapy Imperatives (K1) ()**

Competence which develops into excellence creates the possibility for an ever expanding range of possibilities for recreation therapists! The competent professional develops confidence, achieves high level performance, and gains recognition for themselves and for our profession. The intent of this session is to provide a grounded perspective on where we're at and where we need to go, individually and collectively, in this journey toward enhanced effectiveness. Learning Objectives: Participants will identify 1) the current status of competency development and maintenance in the RT profession, 2) personal goals for enhanced competence in the practice of RT, 3) necessary collective actions toward enhanced competence among RT practitioners.

Jeff Witman, Ed.D, CTRS, York College of PA

2:30 – 2:45 BREAK

2:45- 4:15 CONCURRENT SESSIONS

◆ **Providing Evidence Based Practice on the Acute Care for the Elderly Unit (ACE) (A1) ()**

This session will provide participants with knowledge of common diagnostic characteristics and an insight on a multi-disciplinary approach when providing care on the Acute Care for the Elderly Unit. Emphasis is placed on identifying evidence based practice to help reach functional outcomes in a geriatric acute care setting.

Learning Objectives: Participants will identify 1) common geriatric diagnostic characteristics, 2) three components of a multi-disciplinary approach to geriatric care, 3) three evidence based non-pharmacological approaches to facilitate functional outcomes.

Stacie Cowhig, LRT/CTRS, UNC Hospitals

◆ **Combining Expertise to Facilitate Outcomes through Aquatics (A2) ()**

The Warrior Athlete Rehab (WAR) program has developed a comprehensive program that tracks and supports all ill/injured Marines east of the Mississippi River and provides assistance to them and their families until they have been returned to duty, have been medically discharged or successfully re-established in civilian life.

Learning Objectives: Participants will 1) be able to determine collaborative potential for clinical and community expertise in their area of employment, 2) articulate at least three ways that aquatic therapy and aquatic fitness works together for individual goals, 3) be able to identify five benefits of using aquatics as an intervention with individuals with war/training related injuries.

donna Mooneyham, MAEd, LRT/CTRS, Blended Waters Aquatic Consulting

Stephanie Barnes, Wounded Warrior Aquatic Trainer

◆ **Understanding Autism (A3) ()**

This session will offer an introduction of basic knowledge of autism, including diagnosis, treatments, and considerations in recreation programming. Participants will discuss and share experiences working with individuals with autism. Learning Objectives: Participants will 1) understand what autism is, what basic statistics are, and how it is diagnosed, 2) understand what some current treatment methods for autism are, 3) understand some considerations in recreation programming for individuals with autism.

Lei Guo, LRT/CTRS, North Carolina Central University

◆ **Processing the Experience: The Therapeutic Value of Experiential Learning (A4) ()**

Let's move beyond just leading activities; once clients are engaged in an intervention, learn how to assist with reflection, use analysis to gain insight, and incorporate new behaviors so that self-responsibility and independence may be achieved. Learning Objectives: Participants will be able to 1) identify the four stages of the experiential learning cycle, 2) identify the levels of processing and develop at least four probing questions that will assist clients in accepting responsibility for their own learning and behavior, 3) clearly state the purpose and need for processing therapeutic interventions with clients.

Maureen Meador, CTRS, Suwanee, GA

Wayne Pollock, CTRS, Virginia Wesleyan College

4:30- 6:00 CONCURRENT SESSIONS

◆ **Complementary and Alternative Medicine, Aging Populations, and the Recreational Therapist (B1)) ()**

What is CAM and how is it being perceived and used by our aging populations? Learn the latest research on CAM as it relates to aging and why recreation therapists should be aware of this growing trend in health care delivery. Learning Objectives: Participants will 1) differentiate between terms used to define complementary and alternative medicine, 2) compare and contrast CAM with traditional allopathic and integrated medicine, 3) identify appropriate complementary and alternative medicine methods that may be used with older adults in long-term care settings.

Amy Smith, LRT/CTRS, The Pines at Davidson

◆ **Recreational Therapy: Substance Abuse Recovery (B2) ()**

This session will focus on integrating recreation therapy and the neurochemistry of addiction and recovery. Learning Objectives: Participants will 1) gain basic understanding of the biological effects of substances of abuse and brain healing, 2) have an understanding of the 12 Steps and the 12 Step Recovery Process, 3) identify at least 3 activities they can introduce that enhance brain healing.

Richard "Butch" Patterson, MS, CTRS, Cottonwood de Tucson

◆ **Integration of Recreational Therapy Services in Collaboration with a Public School Head Start Program (B3) ()**

The Head Start service learning project involved a pre-post survey on the importance of family time and recreation as a family for the purpose of strengthening the family unit, conflict management, team work within the family, and establishment of parental roles and guidance to assist the child. Learning Objectives: Participants

will identify three 1) positive communication strategies for family involvement, 2) aspects of how the family is strengthened through recreation activity, 3) parental roles and guidance for better family functioning.

Michelle Gerkin, Check Ph.D., CTRS, Eastern Kentucky University

◆ **Traditional Middle Eastern Dance for Fun, Fitness, and Therapy (B4) ()**

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 used for fun and fitness, as well as adapted for use as a treatment modality with many populations, including people in wheelchairs.

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

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

THURSDAY, APRIL 9

7:30 – 8:30

REGISTRATION

8:30 – 10:00

CONCURRENT SESSIONS

◆ **Opportunities for Recreational Therapy: Utilizing the MDS 3.0 in the Skilled Nursing Facility (C-1) ()**

The MDS 3.0 is coming and, for the first time, recreational therapy is included under Section O: Special Treatments and Procedures. During this session, we will discuss the role of recreational therapy in meeting the clinical needs of our clients, utilizing the MDS 3.0 to identify opportunities for active treatment. Learning Objectives: Participants will 1) verbalize the need and benefit of providing recreational therapy treatment in the skilled nursing facility, 2) identify three clinical areas on the MDS 3.0 which can be addressed with recreational therapy interventions, 3) express three evidence-based recreational therapy interventions to address clinical needs identified on the MDS 3.0.

Jo Lewis, CTRS, Valencia Hills Health & Rehabilitation Center

◆ **International Classification of Functioning, Disability and Health: Application in Recreational Therapy (Part 1 of 2) (C2) ()**

This session will provide an overview of the International Classification of Functioning, Disability, and Health (ICF) proposed by the World Health Organization. An understanding of the ICF system will be introduced. Applications of the ICF in recreational therapy treatment planning will be addressed. Participants will apply the ICF to practice. Learning Objectives: Participants will be able to demonstrate the ability to 1) state the rationale and framework for the ICF, 2) use the framework for the ICF, 3) apply the ICF to recreational therapy outcomes in practice.

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

Diane Skalko, MS, LRT/CTRS, East Carolina University

◆ **Eat the Meat, but Leave the Bone: Reading Research Articles the Quick and Dirty Way (C3) ()**

A primary constraint to the adoption of evidence-based practice in RT is the difficulty of interpreting research reports in scholarly journals. This hands-on session is designed to help practitioners learn to quickly and easily find important research findings in research articles. Learning Objectives: Participants will be able to 1) identify sources for published recreational therapy research, 2) evaluate the quality and relevance of published recreational therapy research results, 3) interpret findings published in scholarly journals.

Richard Williams, Ed.D., LRT/CTRS, East Carolina University

◆ **Leisure Education as an Intervention in an Intensive Outpatient Drug and Alcohol Program (C4) ()**

This session will describe the utilization of leisure education as an intervention in an intensive outpatient drug and alcohol program. The rationale for leisure education in an addictions program will be explored. The content of a four session curriculum will be reviewed with related experientials. Learning Objectives: Participants will learn 1) three objectives of this program with an intensive outpatient drug and alcohol program, 2) the impact of addiction on leisure, 3) the content of four leisure education sessions with a focus on addictions and recovery.

Bob Raynor, MS, CTRS, Institute of Psychiatry MUSC

10:00 – 10:15 **BREAK**

10:15 – 11:45

CONCURRENT SESSIONS

◆ **Never Too Early, Never Too Late for RT Interventions in Alzheimer's Disease (CT-D)**

This session is designed to teach professionals about early Alzheimer's, how it is diagnosed, the signs and symptoms and interventions possible by recreational therapists to assist patients in early stages to live an enriched, meaningful and happy life. This course is an attempt to refute the phrase "suffering with Alzheimer's."

Learning Objectives: Participants will: 1) describe 3 interventions with evidence to support RT decision making for early stage AD, 2) list recommendations from the early stage task for community based intervention services, 3) analyze components of an exemplary early stage AD program.

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

Sue Fitzsimmons, MS, ARNP, Greensboro, NC

◆ **International Classification of Functioning, Disability and Health: Application in Recreational Therapy (Part 2 of 2) (D2)) ()**

See concurrent description of (C2).

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

Diane Skalko, MS, LRT/CTRS, East Carolina University

◆ **Changing Your Clients from a Coy Caterpillar to a Social Butterfly (D3) ()**

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, The Pines

Tanisha Morris, CTRS, Coastal Harbor Treatment Center

◆ **Effectiveness of Recreational Therapy on Pediatric Surgery Patients (D4) ()**

A review of the efficacy of RT services evaluation and treatment of pediatric surgery patients and the functional outcome of specific interventions with various conditions & surgeries. A look at interventions, ways to motivate and the outcomes of RT services with shortening length of stay, improving adjustment and preparing patients for discharge. Learning Objectives: Participants will: 1) have basic knowledge of UNCH pediatric evaluation/treatment plans for surgery service admissions, 2) be familiar with specific interview techniques, behavioral observations, and skills used during UNCH pediatric assessment/ interventions, 3) have statistical information comparing LOS for certain diagnosis and surgeries receiving recreational therapy services during hospitalization at UNCH versus those who did not receive a referral.

Annabella Cole, LRT/CTRS, CCLS, UNC Hospitals

11:45 – 1:20

LUNCH and GENERAL SESSION

◆ **NCTRC: Leading the Way to Advance Professional Competence (K2) ()**

During its nearly 30 year history, NCTRC certification has served as the benchmark for competent practice for recreational therapists. More recently, several strategic initiatives have been sponsored by NCTRC to ensure continuing professional development by both the TR/RT profession and the CTRS practitioner. This session will provide an overview of the inter-related areas of state licensure, certification requirements, and the advent of specialty certification within the realm of TR/RT. This session will also present a discussion of the current status of professional preparation within the field of TR/RT and the utilization patterns of CTRSs employed in healthcare and human service settings. Learning Objectives: Participants will understand the : 1) relationship between state licensure and NCTRC certification, 2) current demographic profiles of students who have recently completed degree requirements in TR/RT, 3) current trends regarding the employment and work environments of CTRSs.

Bob Riley, Ph.D., CTRS, Executive Director, NCTRC

1:30 – 3:00

CONCURRENT SESSIONS

◆ **Life 101: Recreational Therapy Interventions to Address Quality of Life in Aging (CT-E) ()**

This session introduces Recreational Therapists to Life 101, a program that addresses the issues that face older adults such as frustration, coping with losses, maintain friendships and many others. Life 101 was designed to help people feel good about themselves no matter what they are faced with. Presentation will include information regarding the course and its implications in recreational therapy practice in community and in clinical settings. Learning Objectives: Participants will 1) describe 5 unmet psychosocial needs of older adults with chronic conditions, 2) provide 10 interventions to address unmet needs, 3) detail methods of measuring clinical outcomes

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

Sue Fitzsimmons, MS, ARNP, Greensboro, NC

◆ **T.A.S.T.E (Truth, Accountability, Support, Trust, Energy): A Model for Effectiveness (E1) ()**

This experiential session will involve participants in a sequence of activities and initiatives specific to the T.A.S.T.E. model for personal and organizational effectiveness. Participants will assess both their personal effectiveness and the effectiveness of the organizations/agencies/teams they are part of. They will identify needed improvement and generate action plans for change. Learning Objectives: Participants will 1) recognize activities/initiatives specific to each component of the TASTE model, 2) assess themselves and their agencies specific to the model, 3) generate action plans for enhanced personal and organizational effectiveness.

Jeff Witman, Ed.D, CTRS, York College of PA

◆ **Sit-N-Dance (E2) ()**

This program is fun and beneficial. Sit'N'Dance allows individuals with physical or mental impairments to dance again. The presentation trains facilitators to teach seated dance using easy to follow dance moves. and to modify programs as needed. Sit'N'Dance is very adaptable and works with all ages. No previous dance experience needed. Learning Objectives: Participants will learn 1) 18-12 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

◆ **Leisure Beyond Limits: Inclusion for the Developmentally Disabled (E3) ()**

Experience leisure beyond limits with Recreational Therapy Texas as we discuss a brief overview of our community based program for individuals with developmental disabilities. Topics will include the diversity of activities available, adapted/modified interventions, and the impact of our services on our clients and their families. Learning Objectives: Participants will: 1) be able to list at least three benefits related to normalization and inclusion for individuals with developmental disabilities, 2) recognize the nature and diversity of recreation and leisure activities within a community based setting for individuals with developmental disabilities, 3) be able to identify the impact of treatment services for the persons served.

Joanna Hendricks, CTRS, Recreational Therapy of Texas

3:00 – 3:15 BREAK

3:15 – 4:45

CONCURRENT SESSIONS

◆ **Brain Fitness: Challenging the Brain thru the Lifespan (CT-F) ()**

This interactive session details information about the brain through the lifespan and methods of improving the brains functions through everyday activities. It also describes how to make your current activities more

cognitively challenging. The ©Brain Fitness program is for older adults with and without cognitive impairments. This session will have multiple demonstrates with session participants taking part in some of the exercises. This program is designed to stimulate all areas of the brain, not just memory, in order to encourage dendrite and neural growth. In addition methods of adapting the exercises for low to high cognitive functioning are shown. This publication, authored by the presenter, is available through Venture Publishing at www.VenturePublishing.com. Learning Objectives: Participants will: 1) describe the process of a brain fitness session, 2) adapt cognitively based interventions on the spot for clients of differing abilities, 3) detail the long term impact of cognitively based recreation therapy on client's quality of life.

Sue Fitzsimmons, MS, ARNP, Greensboro, NC

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

◆ **Tai Chi: Stress Reduction, Fall Prevention and Spirituality (F2) ()**

Participants will learn about the principles of T'ai Chi that can be used in every day life including some simple exercises to use. The session will also focus on how taiji energy helps individuals address particular issues and problems and will explore taiji exercises/movements that will positively produce energy. Learning Objectives: Participants will 1) be able to articulate what a tai chi curriculum would look like for different populations, 2) be able to lead a therapeutic exercise to a perspective client base, 3) learn what skills are necessary for a person to teach tai chi to a special population and be able to state those..

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

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

◆ **Assessment and Writing Measurable Functional Outcomes Goals for Recreational Therapy (Theory and Practice) (Part 1 of 2) (F3) ()**

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 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 outcomes goals, 3) Identify 2 functional outcomes for the 2 needs assessed in their client population.

Laurie Reddick, LRT/CTRS, UNC Hospitals

◆ **Have Disability Will Travel (F4) ()**

Travel Education...What role could a Travel Education Program play in your facility? This session will highlight the travel education program that Shepherd Center offers to patients and family members. Learning Objectives: Participants will be able to 1) verbalize 3 components of a travel education program 2) discuss 3-5 positive implications the travel program plays in an individuals independence and quality of life, 3) discuss three ideas on how to successfully implement a travel education program.

Cecilia Rider, CTRS, Shepherd Center

Tara MacCaughely, CTRS, Shepherd Center

FRIDAY, JULY 18

8:00 - 8:30

REGISTRATION AND CONTINENTAL BREAKFAST

8:30 -10:00

CONCURRENT SESSIONS

◆ **Massage Therapy and Recreational Therapy: A Comparison of Benchmarks of Evolving Professions (G1) ()**

This session will compare and contrast the evolution of the professions of massage therapy and recreational therapy in the past twenty years using benchmarks of evolving professions including: body of knowledge, professional authority and credibility, regulation and control of members, professional code of ethics, and professional culture. Learning Objectives: Participants will be able to describe 1) aspects of the evolution of massage therapy and recreational therapy in the last twenty years, 2) aspects that have limited the evolution of massage therapy and recreational therapy in the last twenty years, 3) ways to enable the evolution and professionalization of massage therapy and recreational therapy for the future.

Suzanne Melcher, LRT/CTRS, LMBT, Wake Forest University Baptist Medical Center

Ray West, LRT/CTRS, Management and Consultation Services

◆ **Adapted Water Sports: Developing Leisure Skills to Competitive Sports (G2)**

This session will introduce participants to a variety of adaptive leisure activities including: swimming, water skiing, jet skiing, scuba diving, canoeing and kayaking. This session will also highlight community programs and competitive sports teams offered by Shepherd Center. Learning Objectives: Participants will 1) be able to identify adapted water activities and adaptive equipment, 2) be able to identify appropriate participants for each water activity, 3) have a basic knowledge for developing community programs.

Ashleigh Koontz, CTRS, Shepherd Center

Paige Lanier, CTRS, Shepherd Center

◆ **Assessment and Writing Measurable Functional Outcomes Goals for Recreational Therapy (Theory and Practice) (Part 2 of 2) (G3) ()**

See concurrent description of (F3)

Laurie Reddick, LRT/CTRS, UNC Hospitals

◆ **Workplace Politics: Working with Professional Colleagues and Management (G4) ()**

The session will address politics in the workplace and how they impact our ability as recreation therapists to work effectively with professional colleagues. Discussion will include; dealing with difficult supervisors, reading the political climate, establishing working relationships, and managing physicians. Strategies for becoming "politically savvy" will be presented. Learning Objectives: Participants will be able to identify 1) components to a workplace political climate, 2) management styles of a difficult boss, 3) strategies to working more effectively with colleagues and management.

Betsy Kennedy, CTRS, Old Dominion University

10:15-11:45

CONCURRENT SESSIONS

◆ **Values Clarification: A Useful Recreational Therapy Facilitation Technique (H1) ()**

This session is designed to have delegates explore selected approaches to values/the valuing process. Participants will be actively involved in selected group activities/discussions to illustrate applications to recreational therapy practice. The history and theoretical foundations of values clarification will be explored. Learning Objectives: Participants will identify 1) the steps associated with the valuing process, 2) their own values, 3) three techniques/approaches/ways to apply Values Clarification in Recreational therapy Practice.
Jessie Mann, Ed.D, LRT/CTRS, North Carolina Central University

◆ **Pros and Cons of Gaming in Today's Treatment Setting: Do the Wii's Have It? (H2) ()**

Today's society has heightened technology with the expansion of Pong to Wii. What is the impact of gaming on culture? Do we actually look at the pros and cons of gaming? This session will look at the good and bad sides of gaming for treatment. Currently, the Wii has rave reviews in many settings. Is it right for you? This session will look at various aspects of gaming as treatment and discuss how it is used in clinical applications.

Learning Objectives: Participants will be able to 1) identify three negatives of gaming as a treatment modality, 2) identify three positives of gaming as a treatment modality, 3) assess what gaming system is best for their setting.
Al Kaye, M.S., CTRS, Patricia Neal Rehabilitation Center

◆ **ATRA Guidelines for Competency Assessment - 2008 Revisions for Recreational Therapy Practice (H3) ()**

This presentation will review the development of the original publication and the 2008 revisions of the ATRA Guidelines for Competency Assessment and Curriculum Planning for Recreational Therapy Practice. The presentation will present the need for competent practice and career-long learning, the sequence of knowledge, skills and abilities for practice, stakeholder interest in competence and the role of professional preparation and continuing education in developing practice competencies. In addition, content areas and competency statements for recreational therapy practice will be reviewed and tools for individual and curriculum self-assessment will be described. Learning Objectives: Participants will be able to describe 1) key aspects of the development of the original publication and the revisions of the ATRA Guidelines for Competency Assessment and Curriculum Planning for Recreational Therapy Practice, 2) content areas and competencies essential for safe and effective recreational therapy practice, 3) the value of individual and curriculum self assessment of competencies

*Terry Kinney, Ph.D., LRT/CTRS, University of North Carolina-Wilmington
Ray West, LRT/CTRS, Management and Consultation Services
Jeff Witman, Ed.D, CTRS, York College of PA*

◆ **The Internet: Recreational Therapy and Intervention Resources (H4) ()**

The Internet can provide diverse resources for RT service delivery. Specific Internet resources for enhancing knowledge of diseases/disabilities and interventions will be presented. Bring the address of your favorite RT Internet resource to share as well as examples of how you use the Internet in your service delivery.

Learning Objectives: Participants will be able to 1) identify three resource items from two national and two state RT/TR specific web sites, 2) list at least three Internet resources for increasing understanding of client diagnoses and at least five Internet resources that are specific resources for RT treatment interventions, 3) describe at least one way the Internet is currently being used in RT practice.

Susan A. McGhee, Ph.D, LRT/CTRS, East Carolina University

11:45 **BREAK**

12:00-1:00 **GENERAL SESSION**

◆ **Whistle While You Work: The Role of Positive Factors in Therapy (K3) ()**

This presentation will focus on the use of positive psychology principles to promote personal and professional well-being. Particular attention will be paid to applying these principles in ways that enhance the therapeutic relationship with clients and motivate them to actively participate in their treatment. Learning Objectives: Participants will 1) acquire familiarity with several different principles of positive psychology, 2) learn how positive psychology can be used on a daily basis to enhance one's own personal and professional experience, 3) be able to apply these principles in therapeutic contexts to benefit the therapeutic alliance and enhance client outcomes.

Cameron Gordon, Ph.D., University of North Carolina-Wilmington

1:00 **CLOSING, FINAL EVALUATION, DOOR PRIZES**