SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM

2006

25 Years Of Making A Difference

July 12 – 14, 2006
Wilmington Riverside Hilton
Wilmington, North Carolina

PROGRAM AGENDA

WEDNESDAY, JULY 12

9:00 - 12:45 **REGISTRATION FOR SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM**

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

¨ **25 Years of TR: Back to the Future (K1) Grand Ballroom**

After 25 years of therapeutic recreation, many successes, failures, and challenges have been part of our history. This session will focus not only on where the profession has been, but where it is going and how, sometimes, we've been there before.
Learning Objectives: Participants will be able to 1) gain an appreciation for the history of the profession, 2) recognize current challenges facing the profession, 3) be introduced to challenges the profession faces in the next 25 years.

Betsy Kennedy, Ed.M., CTRS *Old Dominion University*

2:30 **BREAK**

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

¨ **Behavioral Medicine 1: Background, History and Relevance to Recreational Therapy (Part 1 of 2) (CT1-A) Carolina/Tidewater**

This is the first module of a track of sessions offered to provide comprehensive training for recreational therapists in behavioral medicine. The purpose of this module is to provide a basic knowledge and understanding of the foundations of behavioral medicine and the implications for recreational therapy services. Participants will learn the basic tenets of behavioral medicine and its applicability to recreational therapy for diverse diagnostic categories.
Learning Objectives: Participants will be able to demonstrate basic knowledge and understanding of 1) behavior and the philosophical underpinnings of behavioral medicine, 2) the development and history of behavioral medicine, 3) the relationship of recreational therapy to behavioral medicine, 4) the clinical significance of behavioral medicine and recreational therapy.

Carmen Russoniello, Ph.D., LRT/CTRS, LPC *East Carolina University*
Thom Skalko, Ph.D., LRT/CTRS *East Carolina University*

¨ **Recreation Therapy in Long-Term Care: The Basics (CT2-A) Azalea**

Do you work in a long-term care facility and find you are caught up in doing "activities"? Want to start practicing recreational therapy in your nursing home? In this session, recreational therapy programs specific to long-term care will be discussed to help you move from activities to recreational therapy.
Learning Objectives: Participants will be able to 1) articulate two benefits of recreational therapy with long-term care populations, 2) explain the process for doing recreational therapy in long-term care, 3) define the difference between recreational therapy and activities.

Dawn De Vries, CTRS *ATRA Director of Continuing Education and Research*

¨ **Working with Adolescents: The Bridge, Inc. (A1) Magnolia**

The Bridge is a non-profit residential treatment center working with adolescents aging from 13-17 years old. Recreation Therapy is utilized as positive learning experiences for our youth to gain skills and knowledge, increasing success in their lives. Success in one outlet might allow success in another. Find out how and why activities are so important for our youth.
Learning Objectives: Participants will learn 1) what the Bridge is and understand the clients served, 2) about solution oriented therapy and how to implement this with Recreation Therapy, 3) about some of the challenges of working with youth at risk, integrating them into family systems as well as the community

Debra Brook, CTRS *The Bridge, Inc*

♦ **The Interrelationship of Spirituality and Leisure on Wellness in Physical Medicine (A2) Salon B**

This session will explore the interrelationships between spirituality and leisure on health and will invite critical scrutiny of the varied questions and challenges that they raise.
Learning Objectives: Participants will be able to 1) define spirituality from both a scientific and leisure perspective, 2) assess elements of leisure and spirituality in their patients, 3) demonstrate knowledge of at least two methods of writing measurable therapy goals.

Jane Ganz, CTRS *National Institutes of Health*

♦ **The Sequential Approach: Building Trust One Experiential Intervention at a Time (Part 1 of 2) (A3) Dogwood/Camelia**

The focus of this dynamic experiential session will be on sequencing in order to maximize benefits of a therapeutic group intervention. Attendees will learn useful strategies for choosing the correct selection of activities and challenges at any given time for any given group.
Learning Objectives: Participants will 1) demonstrate an understanding of how proper sequencing enhances the facilitation of building trust with patients/clients, 2) participate actively in experiential activities that take the group participants through four phases of trust building, 3) identify strategies for incorporating sequencing in their own programs.

Maureen Meador, CTRS *Suwanee, GA*

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

¨ **Behavioral Medicine 1: Background, History, and Relevance to Recreational Therapy – (Part 2 of 2) (CT1-B) Carolina/Tidewater**

See concurrent description CT1-A

¨ **Interdisciplinary Co-Treatment Approach (CT2-B) Azalea**

Are you looking for creative ways to remain viable or to be challenged as an allied health professional? The answer is: "If you can't beat them, join them." A case study reviewing the benefits and dynamics of interdisciplinary co-treatment in a geriatric rehabilitation setting will be presented.

Learning Objectives: Participants will 1) demonstrate knowledge of at least three qualitative benefits of interdisciplinary co-treatment therapy groups in a geriatric rehabilitation setting, 2) demonstrate knowledge of at least three quantitative benefits of interdisciplinary co-treatment therapy groups in a geriatric rehabilitation setting, 3) identify four interventions to utilize in an interdisciplinary co-treatment geriatric rehabilitation group setting, 4) identify four characteristics of an effective interdisciplinary co-treatment group in a geriatric rehabilitation group setting.

Lucille Lisle, CTRS *Washington DC Veteran's Administration Medical Center*

¨ **TR: A View from Both Sides of the Bed (B1) Magnolia**

The personal and professional journey of a CTRS diagnosed with MS. The session will include insight of therapeutic recreation from both the professional and patient perspective. The first hand account of tragedy and triumph as a woman comes to terms with receiving therapeutic recreation as a patient rather than providing it as a professional. Gain valuable knowledge by learning and witness an unforgettable lesson about providing not only professional services but more importantly compassionate services to our patients/clients.

Learning Objectives: Participants will be 1) exposed to the personal insight gained by a CTRS on her journey from providing services to receiving services, 2) presented with personal insight on how important the clients/patients physical and emotional needs be met while in long tern care/rehabilitation by the recreation therapist, 3) able to incorporate knowledge gained into the facilities where they currently practice.

Buddy Hayes, CTRS *Chesapeake, VA*

¨ **Changing Your Clients from a Coy Caterpillar into a Social Butterfly (B2) Salon B**

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

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

Angela Spivy, CTRS *Coastal Harbor Treatment Facility*

♦ **The Sequential Approach: Building Trust One Experiential Intervention at a Time (Part 2 of 2) (B3) Dogwood/Camelia**

See concurrent description A3

6:00 OPENING SOCIAL – LUAU BY THE RIVER

Wear your favorite luau attire and join the fun! Heavy hors d'oeuvres and cash bar provided.

THURSDAY, JULY 13

8:00 - 8:45 REGISTRATION AND BREAKFAST

9:00 -10:00 GENERAL SESSION

¨ **Status of Professional Preparation in Therapeutic Recreation (K2) Grand Ballroom**

One of the essential benchmarks of a recognized profession is the manner in which new graduates are prepared to enter into the workplace. This session will provide a summary report of the current status of professional preparation within the field of therapeutic recreation from a NCTRC data perspective. Findings from a comprehensive study of graduates from 2000 to 2004 reveal a wide range of diversity with respect to degree plans, course offerings, and field placement. Implications from trend analysis will be discussed with an emphasis on growth of the TR field and the impact upon future employment.

Learning Objectives: Participants will increase 1) understanding of the current demographic profiles of students who have recently completed degree requirements in TR, 2) knowledge of the diversity of educational programs that provide undergraduate preparation in TR, 3) understanding of the relationship between educational profiles and the performance outcome of students who participate in the NCTRC Certification Exam.

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

10:15 - 11:45 CONCURRENT SESSIONS

¨ **Behavioral Medicine 2: Inducing the Relaxation Response (Part 1 of 2) (CT1-C) Carolina/Tidewater**

This session begins module two of the Behavioral Medicine track. The purpose of this module is to assist recreational therapists in developing a basic knowledge and understanding of the role of the relaxation response in obtaining and maintaining health, and to apply those newly learned skills. This module will focus on the techniques used in relaxation response. Participants will return in part two ***on Friday at 8:30*** and demonstrate the application of proper techniques.

Learning Objectives: Participants will demonstrate knowledge and understanding of 1) behavior and how to help change it – how to assess stages of readiness for change, methods that assist with behavioral change and maintenance techniques, 2) breathing and its role in health and healing and be able to demonstrate proper techniques for teaching diaphragmatic breathing, 3) relaxation response techniques and demonstrate the techniques in application.

Carmen Russoniello, Ph.D., LRT/CTRS, LPC *East Carolina University*
Thom Skalko, Ph.D, LRT/CTRS *East Carolina University*

¨ **Documenting the Clinical Process in Long Term Care (CT2-C) Azalea**

This session will focus on applying the clinical process to TR services primarily in long term care including the documentation that meets regulatory requirements and standards of practice. Methods for documenting the assessment, outcome oriented, person-centered plan development, documenting interventions, and evaluating outcomes will be offered.

Learning Objectives: Participants will have 1) an understanding of how the TR clinical process is applied and documented in the LTC setting, 2) an understanding of the TR role in the interdisciplinary assessment and care planning process, 3) knowledge of effective methods and tools available for documenting the clinical process in LTC.

Sheridan Black, CTRS *StarLife Services & Resources, Inc*

¨ **Paralympic Academy: Making a Difference Through International Opportunities (C1) Dogwood/Camelia**

Can you envision attending the Paralympic Games in Torino or Beijing? Paralympic Academy can make that vision a reality for outstanding students (ages 12-18 with physical disabilities) and coaches! The International Paralympic Academy celebrates Paralympic sport and proudly recognizes exceptional students and coaches by taking them to the games.

Learning Objectives: Participants will 1) gain basic knowledge of Paralympic sports opportunities for students and coaches, 2) learn the requirements for applying to the International Academy and receive information, 3) gain basic knowledge related to developing, facilitating and sustaining a community program for people with disabilities.

Christie DaFoe, CTRS *U.S. Disabled Athletes Fund, Inc./BlazeSports*

¨ **Brain Injury and the Rancho Scale: What Does It All Mean? (C2) Salon B**

Fundamental in brain injury rehabilitation is the Rancho Scale. This session will review the recovery process of a moderate to severe brain injured individual from trauma to home with reflection upon the revised Rancho Scale. The 1997 revised Rancho Scale describes 10 stages of recovery. Discussion will review patient characteristics to identify stages of recovery, family perspectives, and the role of the healthcare worker.

Learning Objectives: Participants will 1) understand the definition of an acquired brain injury and to be able to identify an individual with a ABI, 2) develop an understanding of the Rancho Scale and its 10 stages of cognitive and behavioral identification, 3) understand the philosophy of treatment for each stage.

Al Kaye, CTRS *Patricia Neal Rehab Center*

¨ **Treating Juvenile Sex Offenders Through Activity Therapy (C3) Magnolia**

The practicum experience of becoming a certified sex offender counselor will be shared with the audience. It will include background information on credentialing process and details regarding the practicum with case study discussion.

Learning Objectives: Participants will identify 1) three high risk behaviors of sex offenders, 2) three areas on the JSOAP assessment that activity therapy can be used as an intervention, 3) three activities designed to implement with the sex offender for improved social skills, empathy, and relapse prevention planning.

Kathy Durden, CTRS *CarePartners of Georgia*

11:45 -1:00 LUNCH ON YOUR OWN

1:00 - 2:30 CONCURRENT SESSIONS

¨ **Advanced Applications in Behavioral Medicine (CT1-D) Carolina/Tidewater**

The purpose of this module is to assist recreational therapists in developing increased knowledge and understanding of how to integrate behavioral medicine interventions in recreational therapy protocols and to evaluate their effectiveness. Participants will learn the tenets of behavioral medicine and its applicability to recreational therapy for diverse diagnostic categories. Examples for application will be discussed and explored.

Learning Objectives: Participants will demonstrate 1) knowledge of psychophysiology factors that contribute to the development of diverse disorders, 2) techniques to assist patients in managing disorders, 3) knowledge of recreational therapy protocols utilizing behavioral medicine interventions and how to evaluate the effectiveness of these interventions in the treatment of disorders.

Carmen Russoniello, Ph.D., LRT/CTRS, LPC *East Carolina University*
Thom Skalko, Ph.D., LRT/CTRS *East Carolina University*

¨ **Reminiscing as a Therapeutic Modality in TR (CT2-D) Azalea**

Introduction to reminiscing techniques with a primarily geriatric population. Participants will be able to identify the benefits of this modality as well as methods, themes, resources and precautions. Participants will also be involved in “hands on” activities.

Learning Objectives: Participants will be able to 1) identify populations best served using reminiscing as well as precautions to be considered for clients with certain diagnoses, 2) demonstrate at least three methods of using reminiscing techniques with a geriatric population, and resources for creating or obtaining the materials needed in their setting.

Amy Smith, LRT/CTRS *Beverly Healthcare*

¨ **Rehab to Racing: Road to Recovery (D1) Dogwood/Camelia**

The journey from hospital to nursing home to rehabilitation and then to wheelchair racing. A first-hand account of the triumph as a woman battles to come to terms with her new life as a person with a disability. The role that recreation and sports plays in the lives of persons who are undergoing rehabilitation and recovery. Gain valuable knowledge by witnessing an unforgettable lesson about not only providing professional services but more importantly assisting to instill a lifelong love of sports and recreation in the patient’s life.

Learning Objectives: Participants will 1) be exposed to the personal insight gained by a woman on her journey from rehabilitation to wheelchair racing, 2) gain knowledge of the importance that recreation/sports can play in their patients/clients lives, 3) be able to incorporate knowledge gained into the facilities where they currently practice.

Buddy Hayes, CTRS *Chesapeake, VA*

¨ **Learning Thru Therapeutic Recreation (D2) Magnolia**

This session will introduce the audience to the process of enhancing the learning potential of children with disabilities in a 'typical' special education classroom setting.

Learning Objectives: Participants will demonstrate the knowledge of 1) the many types of limitations that children in special education have, 2) how to plan an intervention program for children in special education classrooms, 3) how to plan and implement TR programs for children in special education classrooms.

Gene Hayes, Ph.D., CTRS *University of Tennessee*
Sam Seyler *University of Tennessee*
Brandy Beeson *University of Tennessee*

¨ **Rational Emotive Behavior Theory – Think Before You Sink (D3) Salon B**

Learn how this theory of human behavior can be used with not only with patients with psychological disorders, but almost any other population served by recreation therapy. Learn how to apply this cognitive theory to your population as well as your personal and professional life

Learning Objectives: Participants will 1) identify who developed the REBT and when it was first developed, 2) identify three populations served by recreation therapy that would be appropriate for the REBT, 3) practice the "ABC" model of the REBT in practice session.

Carolyn Austin, TRS/CTRS *Wake Forest University Baptist Medical Center*

2:45 - 4:15 CONCURRENT SESSIONS

¨ **Modeling Memories: Therapeutic Scrapbooking for Alzheimers Patients (E1) Azalea**

A photograph can say a thousand words and mean a thousand things to someone who has Alzheimer's. This session will discuss how photographs allow patients with Alzheimer's disease to effectively bridge life's transitions in a non-threatening way. Participants will learn how to create a simple scrapbook to use with an Alzheimer patient. Bring a photo to complete a page.

Learning Objectives: Participants will learn 1) the anatomy of Alzheimer's disease, 2) three therapeutic components of a phototherapy activity using scrapbooks, 3) five components to creating an Alzheimer's scrapbook, 4) how to implement a phototherapy activity with the use of scrapbooking.

Jan Marie Talkish, CTRS *Three Rivers Center For Behavioral Health*

¨ **Consulting Practices in Therapeutic Recreation (E2) Salon B**

This session will cover the various issues related to consulting in TR – rationale, hiring procedures, and preparation and visit phases.

Learning Objectives: Participants will 1) understand rationale for consulting services, 2) understand how to set up a consultation visit, 3) be able to prepare a standard form for a consultant report.

Robert Beland, Ph.D. *University of Florida*

¨ **RT & the Pediatric Bone Marrow Transplant Patient: Treating the Whole Person (E3) Magnolia**

Pediatric patients in the bone marrow transplant unit require both acute medical care and long-term follow-up. When providing recreational therapy services, the therapist must assess and treat areas of concern arising from both of these phases of treatment. The therapist provides specialized treatment interventions for all five domains.

Learning Objectives: Participants will 1) understand how to effectively assess the needs of pediatric bone marrow transplant patients, 2) be able to develop appropriate treatment goals with specific treatment interventions to address the most common needs of pediatric bone marrow transplant patients, 3) be familiar with the bone marrow transplant process and potential effects on the pediatric patient.

Jenni Davis, LRT/CTRS, CCLS *University of North Carolina Hospitals*
Kelly Kivette, LRT/CTRS *University of North Carolina Hospitals*

¨ **NC Board of Recreational Therapy: Incorporating Licensure Requirements into Professional Practice - (1 of 2) (E4) Dogwood**

This session will provide participants with information to assure compliance with the *North Carolina Recreational Therapy Licensure Act,* which became effective October 5, 2005. Part 1 of the presentation will focus on background information related to the successful licensure initiative in North Carolina and will include a review of House Bill 613 and the proposed Rules to enforce the Act. Practice trends and issues, professional standards, and strategic initiatives related to enforcement of the law will be outlined in Part 2. Practical information on topics such as internship supervision, educational preparation and workplace strategies to assure individual and facility compliance with the law will be provided along with resource materials.

Learning Objectives: Participants will identify 1) current licensing requirements for the practice of recreational therapy by the state of North Carolina, 2) resources to assist in assuring compliance with the licensure law of North Carolina, 3) trends/issues impacting recreational therapy practice and the value of the recreational therapy license in the marketplace.

Becky Garrett, LRT/CTRS *NCBRTL Executive Director*
Pamela Wilson, LRT/CTRS *Wake Forest University Baptist Medical Center*

¨ **Mapping a Theory-Driven Clinical Change Process in RT (E5) Carolina/Tidewater**

In response to an expectation that clinical practice is theoretically sound and practical, this session will describe the clinical change process that helps direct recreation therapy practice. The change process is based on cognitive-behavioral theory, and has application to a wide range of individual and group RT interventions. Case examples will be used to illustrate the change process.

Learning Objectives: Participants will demonstrate 1) familiarity with cognitive-behavioral theory, 2) understanding of interaction between theory and clinical practice, 3) ability to apply theory driven change process in own clinical practice.

John Shank, Ed.D., CTRS — Temple University

4:15 BREAK

Join the STRS Board for a special birthday celebration!

4:30 - 6:00 CONCURRENT SESSIONS

¨ **Welcome to the Front Porch: Family-Making Based Dementia Program (F1) Azalea**

This discussion session will describe how the Front Porch program, a winner of South Carolina's 2005 Spirit of Caring Award, has impacted dementia programming in a long-term care skilled nursing facility. Discover how recreation therapy became an essential part of the program's development.

Learning Objectives: Participants will 1) demonstrate knowledge of at least three elements of promoting a culture change in a long term care facility through TR, 2) demonstrate knowledge of the components of the Family Model from The Front Porch program, 3) recognize at least five positive outcomes from The Front Porch to its residents and the facility.

Connie Ranks, CTRS — National Healthcare of Greenville
Heidi Bowen, CTRS — National Healthcare of Greenville

¨ **Ethical Issues in Therapeutic Recreation (F2) Salon B**

This session will cover the various issues related to ethics in the therapeutic recreation profession including a discussion of existing codes, interpretive guidelines and case studies.

Learning Objectives: Participants will 1) understand the content of current codes of ethics in TR, 2) understand how to interpret the guidelines of the codes, 3) be able to make decisions on ethical case studies.

Robert Beland, Ph.D — University of Florida

¨ **Cirque Du Monde: Circus Arts as an Intervention for Youth at Risk (F3) Magnolia**

The Cirque Du Monde program has been utilized at The Bridge for over four years, using circus arts as a creative intervention with our youth. Creating a circus show means working together, having the perseverance to learn skills, having the self esteem and confidence to perform in front of others as well as having skills to compromise and cooperate with others.

Learning Objectives: Participants will learn 1) what Cirque Du Monde is and how we use circus arts at The Bridge, 2) intervention techniques and experience some of the activities implemented by the trainers, 3) about Cirque Du Soleil's social action.

Debra Brook, CTRS — The Bridge, Inc

¨ **NC Board of Recreational Therapy: Incorporating Licensure Requirements into Professional Practice – (2 of 2) (F4) Dogwood**

See concurrent description (E4)

¨ **Animal Assisted Therapy (F5) Carolina/Tidewater**

Speakers will present the audience with a video tape titled "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. A DVD program showing the speakers' dogs working with individuals in different settings will be presented. Brief discussion on the research, and other programs, that highlight the significance of using animals for therapeutic purposes. Participants will have the opportunity to interact with the CCI dogs and experience the wonders of canine therapy.

Learning Objectives: Participants will demonstrate knowledge of 1) the theory/rationale of animals in therapeutic recreation, 2) how to use animals in enhancing independence, 3) how to use animals in enhancing individual patient therapy.

Gene Hayes, Ph.D, CTRS — University of Tennessee
Cliff Burnham, CTRS — Sky Rehab Hospital

FRIDAY, JULY 14

8:00 - 8:30 REGISTRATION AND BREAKFAST

8:30 -10:00 CONCURRENT SESSIONS

¨ **Behavioral Medicine 2: Inducing the Relaxation Response (Part 2 of 2) (CT1-G) Carolina/Tidewater**

See concurrent description (CT1- C)

¨ **Fun Teambuilding Activities: Enhancing Wellness Thru Connection (G1) Dogwood/Camelia**

A highly interactive fast paced workshop for recreation therapists who work with groups. Participants will learn first hand how to use fun and engaging teambuilding activities to promote connection while teaching team and leadership skills.

Learning Objectives: Participants will 1) learn the two protective factors shown through research to significantly improve the lives of adolescents (Hint: they have to do with connection), 2) learn a minimum of four easy to implement experiential teambuilding activities that build connection in a wide range of populations, 3) experience first hand the power of experiential learning through fun and engaging team activities.

Tom Heck — President, Life Coach, Inc

¨ **Use of Case Study to Demonstrate Evidenced-Based Care Outcomes (G2) Salon B**

Case studies can be an effective way to demonstrate evidenced-based care 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 care 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 evidenced-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 evidenced-based care, 2) describe a format for conducting evidenced-based care case studies.

Jenni Davis, LRT/CTRS, CCLS — *University of North Carolina Hospitals*
Ray West, LRT/CTRS — *Management and Consultation Services*

¨ **Developing a Tai Chi Curriculum for Special Populations (Part 1 of 2) (G3) Magnolia**

The presentation will consist of two parts. Part 1 will acquaint participants with the curriculum that will be used. There will be a discussion about the concepts and principles of t'ai chi. Participants will gain knowledge of the competencies the Recreation Therapist needs to use t'ai chi as a therapeutic modality. We will talk about how t'ai chi helps to manage stress, increases balance, range of motion, and improve circulation. The new movements learned by the participants will be combined to make a mini-form. During Part 2 participants will review the mini-form and discuss how these movements can help improve circulation, and range of motion and flexibility. The presenters will explain the current research and field questions related to both sessions.

Learning Objectives: Participants will learn 1) principles of body mechanics/life, 2) five movements, 3) three warm-ups, 4) two breathing warm-ups, 5) how t'ai chi helps to manage stress, helps alleviate arthritic conditions, increases range of motion, and improves circulation.

Larry Brown, CTRS, CAS — *University of Tennessee*
Steven Waller, Ph.D. — *University of Tennessee*

¨ **Aromatherapy Works, I've Got Proof! (G4) Azalea**

Aromatherapy: treatment through your sense of smell. Mother Nature's gift of plants in the form of essential oils has a dramatic, positive affect in health care. Results from controlled studies involving Alzheimer's patients will be reviewed. The attendee will learn about the history, usage, how and why the oils work on the physical, mental, and spiritual levels.

Learning Objectives: Participants will 1) gain knowledge of the history of essential oils and how drugs were developed from them, 2) demonstrate knowledge of how essential oils impact outcomes in the physical, cognitive and spiritual domains, 3) demonstrate knowledge of implementation methods of the essential oil blends for elders with dementia.

Jackie Farnell — *President, Scents-ible Solutions*
David Loy, Ph.D., TRS — *East Carolina University*

10:15 - 11:45 CONCURRENT SESSIONS

¨ **Therapeutic Activities for Patients with Hemiplegia (H1) Azalea**

Learn techniques used with persons recovering from cerebrovascular accident to encourage use of affected limbs during leisure participation to improve self-awareness, balance, endurance, and strength, fine and gross motor movement.

Learning Objectives: Participants will 1) learn ways to assess patients and judge their appropriateness for specific weight-bearing and/or bilateral techniques, 2) have examples of goals and objectives and knowledge of how to incorporate techniques into TR sessions, 3) overview examples of documentation specific to recreation therapy profession and learn terminology to document purpose of using techniques during TR sessions.

Annabella Cole, LRT/CTRS — *Maria Parham Medical Center For Rehabilitation*

¨ **Loneliness: Strategies for Getting Thru to the Lonely Patient (H2) Dogwood/Camelia**

Across settings, clients we work with often experience loneliness. Often, this is a difficult issue for the therapist to deal with, as we may feel inadequate or unprepared as to what interventions to implement to successfully deal with this issue. This session will define the concept of loneliness, identify the role social support systems play, and suggest strategies that could be used when working with the lonely patient.

Learning Objectives: Participants will be able to 1) define the term loneliness and to identify 2-3 characteristics of loneliness, 2) demonstrate knowledge of the relationship between loneliness and social support systems, 3) identify at least three strategies for working with the lonely patient.

Janet Funderburk, Ph.D., CTRS — *Georgia Southern University*

¨ **Developing a Tai Chi Curriculum for Special Populations (Part 2 of 2) (H3) Magnolia**

See Concurrent Description G3

¨ **The Three A's: Advocacy, Advancement and ATRA (H4) Salon B**

Are you a member of ATRA and want to know how to get more involved? Not a member, but want to know why being a member is important? Do you desire to learn what is happening at the national level on behalf of the recreational therapy profession? Join us to learn what ATRA is doing to advocate for and advance the profession of recreational therapy.

Learning Objectives: Participants will be able to 1) identify the benefits and reasons for joining a professional association, 2) describe one way to become involved in advocating for recreational therapy, 3) articulate two issues and actions ATRA is taking to advocate and advance the profession of recreational therapy.

Dawn De Vries, CTRS — *ATRA Director of Continuing Education and Research*

¨ **Learning Thru Experiential Education: Implications for University Students (H5) Carolina/Tidewater**

This session will introduce the audience to several educational opportunities that involve university students in the art and science of the process of offering experiential education programs that will greatly enhance their professional knowledge and expertise.
Learning Objectives: Participants will demonstrate knowledge of 1) the various diagnostic groups and populations served in TR, 2) how to plan an intervention program in TR, 3) how to organize and manage an experiential education program.

Gene Hayes, Ph.D., CTRS — *University of Tennessee*
Sam Seyler — *University of Tennessee*
Sarah Owings — *University of Tennessee*

12:00 - 1:00 CLOSING SESSION

¨ **Crisis and Opportunities: The Role of Therapeutic Recreation During America's Next Rendezvous with Destiny (K3) Ballroom**

History moves in cycles, much like the seasons of nature. And like the seasons, each cycle of history holds predictable characteristics. Generational historians suggest that we are about to enter the "winter" season, a time of crisis that will last approximately 20-25 years. In this keynote presentation, Tom Heck will share a new way to view history that is dynamic, exciting and absolutely relevant to our work in the field of therapeutic recreation. Tom will share an empowering message of hope for all who work in the human services field and will outline how society and the world community will require us to become masters of manifesting peace. This presentation will change the way you see the world – and your place in it.
Learning Objectives: Participants will 1) learn the four "seasons" of history and how it creates a generation with unique habits and worldviews, 2) learn three characteristics unique to the Millennial Generation (the next "hero" generation) and how this generation is influencing society, 3) understand how the impending "winter" historical season will influence and change our work in the field of Therapeutic Recreation.

Tom Heck — *President, Life Coach, Inc*

Door Prize at Closing for 2007 FREE Symposium Registration

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Please join the STRS Board at the 2007 Symposium:

July 18-20, 2007
Marriott Hotel
Atlanta Gwinnett Place
Duluth, Georgia

Visit www.musc.edu/strs for details on the 2007 Symposium

Southeast Therapeutic Recreation Symposium

The Southeast Therapeutic Recreation Symposium, Inc is celebrating *25 Years as* a private, not for profit organization dedicated to the provision of professional development and training for therapeutic recreation professionals within the southeastern United States.

The 2006 Symposium offers over 40 sessions with nationally renowned presenters designed to offer a quality, professional continuing education opportunity for the therapeutic recreation professional. By attending the Symposium the active participant should be able to:

- ✓ **demonstrate new skills for contemporary clinical practice in therapeutic recreation;**
- ✓ **compare and contrast issues impacting the profession and**
- ✓ **evaluate content and apply core concepts to professional practice.**

To supplement the wide variety of concurrent sessions offered at the Symposium, two independent tracks of certificate-based training are offered:

Track 1 ***Behavioral Treatment Techniques and Intervention Skills*** **– 7.5 Hours** (Designated as CT1 sessions)

The emphasis for Track 1 is to introduce the therapist, administrator, and student to principles of behavioral approaches to treating a variety of populations including: Mental Health, Rehabilitation, Aging and others. This track will provide the clinician competencies (i.e. knowledge, skills, and ability) for direct treatment, from assessment and treatment planning thru evaluation of effectiveness.

Track 2 ***Geriatrics*** **– 6.0 Hours** (Designated as CT2 sessions)

Track 2 is intended to provide in-depth competencies across a spectrum of issues and content as is relates to working with older adults. Content for the RT professional necessary for competent practice in the geriatric setting will be offered. Track content was developed to include biopsychosocial aspects of the population and techniques for effective programming and intervention planning.

Participants must attend each session of the related track to receive a special competency certificate. *Only* participants who pre-registered for a track are guaranteed attendance at the respective sessions. All other seats for track sessions are available on a "first come" basis.

Continuing Education Units are available for a $15 fee and will be awarded thru ATRA. Full conference participation is 15 Contact Hours (1.5 CEU's). Participants obtaining CEU's must have their form punched each session and must attend *both* parts of any two part sessions in order to receive credit. Credit will not be given for a session if 15 minutes of the session is missed by the participant. The CEU form has to be turned in prior to leaving the Symposium.

Exhibits Will Be Featured Thru Out The Entire Symposium

Resource Areas Will Be Provided Thru Out The Symposium For Any Materials You Wish To Share With Other Participants

Congratulations to STRS 2005 Scholarship Recipients:

Jodie Ackerman Gallaudet University
Jami Gerard East Carolina University
Young Hoang Oklahoma State University