

SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM 2005

***Let Us Take You Higher:
Improved Competencies and Recognition***



**July 20-22, 2005
River Terrace Resort and Conference Center
Gatlinburg, Tennessee**

About the Southeast Therapeutic Recreation Symposium

PROGRAM DESCRIPTION

The Southeast Therapeutic Recreation Symposium, Inc. is a private not for profit organization dedicated to the provision of professional development and training for therapeutic recreation professionals within the southeastern United States. With over forty individual sessions and nationally renowned keynote presenters, this Southeast Therapeutic Recreation Symposium program is designed to offer a quality, professional continuing education opportunity for the therapeutic recreation professional. Join us during this special time as we focus on improving competencies and recognition.

OBJECTIVES

At the conclusion of this 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.
- Evaluate content and apply core concepts to professional practice.

CREDITS (Full conference participation)

15 Contact Hours

1.5 CEUs

7.5 Contact Hours Competency Track 1

6 Contact Hours Competency Track 2

TARGET AUDIENCE

Therapeutic recreation professionals and students within the southeastern United States.

REGISTRATION FEES

- To attend the entire conference: **\$175.00 per person**, postmarked on or before **July 2, 2005**. After **July 2**, registration fee will be **\$205.00**.
- The student rate will be **\$105.00 per person** postmarked on or before **July 2, 2005**. After **July 2**, registration fee for students will be **\$130**.
- One-day registration for Thursday, July 21, **only**, will be **\$95.00 per person**.
- One-half day registration for Wednesday, July 20, **OR** Friday, July 22, will be **\$65.00 per person**.

CEU's are not included in the above conference fees.

- CEU's will be **\$10.00 per person**.

Mail the completed registration form, or fax your registration to (336) 716-6802.

Refund policy: Refunds, minus an administration fee of \$20.00, are available for cancellations made 48 hours prior to the symposium date.

Confirmation: If you have not received your confirmation or receipt for your registration 24 hours prior to the symposium date, please call (336) 716-6778 to verify the status of your registration. **Substitutes are welcome and encouraged.**

ACCOMMODATIONS

The conference site and accommodations will be River Terrace Resort and Conference Center in Gatlinburg, TN. The room rates for conference participants are \$79 + tax per night. Call 1(800) 251-2040 to make reservations. Please see <http://www.riverterrace.com/> to view the site and amenities. Please let them know that you are with the Southeast Therapeutic Recreation Symposium. The conference rate is good until June 19, 2005.

STRS BOARD OF DIRECTORS AND OFFICERS

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EXHIBITORS: Exhibits will be featured throughout the entire symposium.

RESOURCE AREA: An area will be provided throughout the symposium for materials you wish to share with other participants. This area will include a job listing section.

Special Needs:

We want to assure that all participants can benefit fully from this symposium. If you need auxiliary aids or special services to attend, please call Janet Funderburk by June 15 at (912) 486-7381 or jfunderb@georgiasouthern.edu to make the appropriate arrangements.

ENHANCED COMPETENCY FOCUS OF STRS

Track One is titled "*Clinical Training in Behavioral Medicine: A Recreational Therapy Perspective*", and contains 7.5 contact hours.

Track Two is titled "*Geriatrics*", and contains 6 contact hours.

AGENDA

WEDNESDAY, JULY 20

9:00 - 12:45

REGISTRATION FOR SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM

1:00 - 2:30

WELCOME AND KEYNOTE ADDRESS

Ever Higher – Recreational therapy and Wholistic Healing (K1) (Ballroom)

Are healing and curing the same thing? Can healing be best envisioned as wholing? What is it about recreational therapy service delivery that suggests our practitioners are ideally suited to offer a strategy for healing that addresses the needs of the whole person? Or is the pathway to health and wellness simply a matter of “Take two of these and call me in the morning”? The keynote address will inspire enlightenment. And, for an extra bonus, discover the answer to the age-old riddle, “What came first, the chicken or the egg”?

Learning Objectives: Participants will be able to: 1) contrast and compare selected accepted notions of healing and curing, 2) identify at least three guideposts for maintaining a sense of balance in the workplace, 3) articulate the benefits of recreational therapy as a healing strategy for addressing the needs of the whole person.

Edward J. Kesgen, Ph.D., TRS/CTRS Western Carolina University

2:30

BREAK

2:45- 4:15

CONCURRENT SESSIONS

Behavioral Medicine Module 1: Background, History and Relevance to Recreational Therapy -(Part One of Two) (CT1-A) (Elkmont)

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: the participant will be able to demonstrate: 1) basic knowledge and understanding of behavior and the philosophical underpinnings of behavioral medicine, 2) basic knowledge and understanding of the development and history of behavioral medicine, 3) basic knowledge and understanding of the relationship of recreational therapy to behavioral medicine, 4) basic knowledge and understanding of the clinical significance of behavioral medicine and recreational therapy.

Carmen V. Russoniello, Ph.D., TRS/CTRS, LPC, East Carolina University

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

The Family of Model of Care (CT2-A) (Foothills)

Long-term care is undergoing a paradigm shift and CTRSs are called upon to be active members in fostering culture change. In this session we will discuss one model of care, The Family Model, which promotes culture change through a collaborative culture, home-like environment, and meaningful activities.

Learning Objectives: Participants will 1) understand the paradigm shift currently occurring in long-term care and the impact it has on therapeutic recreation services, 2) understand the components of the Family Model of Care, including collaborative culture, home-like environment, and meaningful activities, 3) understand the role of CTRSs in facilitating culture change and implementing the Family Model of Care.

Angela Wozencroft, M.S, Clemson University

Angela Conti, B.S., Clemson University

Living in a World of Disarray: A Look Into the Mind of a Mentally Ill Person (A1) (Appalachian/BlueRidge)

This is an interactive training session designed to provide insight into the mind of a mentally ill person through a simulation activity in which the participants are expected to participate in an assessment process and engage in an activity while hearing distressing voices.

Learning Objectives: Participants will 1) develop a more in-depth understanding of mental illness in correlation with TR, 2) improve professionalism in daily practices by having a deeper understanding of the client's mental participation capacity, 3) exhibit an increased awareness of interventions for the mentally ill client through pre and post test as well as participants' group discussion.

Markeeta Wilkerson, B.S., CTRS, Western State Hospital, Hopkinsville, KY

Adventure Challenge Experience: New Teambuilding and Treatment Potentials (A2) (Ballroom)

This session offers a review of “best practices” in using adventure experiences for teambuilding and for treatment. The rationale and related research, models for program development, and activity/processing ideas will be included in addition to an overview of and participation in a sample of activities from the newly developed “Taking the Initiative” curriculum.

Learning Objectives: Participants will 1) recognize how adventure programming can be integrated into the treatment planning process, 2) recognize how adventure programming can be integrated into staff development / team-building activities.

Jeff Witman, Ph.D., CTRS, York College of Pennsylvania

Inclusive Volunteering: Therapeutic Recreation's Role (A3) (Cumberland/Douglas)

Therapeutic recreation has an essential role in the success of inclusive volunteering in our communities. Why should we be concerned about the fate of inclusive volunteering and exactly what is our role? Leave with information in hand, including two videos that will make you a powerful advocate in your community.

Learning Objectives: Participants will 1) demonstrate a rationale for inclusive volunteering and their professional support of it in their community, 2) demonstrate knowledge of three models for implementing inclusive volunteering, 3) demonstrate knowledge of the six component process to facilitate inclusive volunteering.

Kimberly D. Miller, M.S., CTRS, Partnership FIVE, University of North Carolina-Greensboro

Karrie Bartlett, Partnership FIVE, University of North Carolina-Greensboro

Suzanne Stroud, Partnership FIVE, University of North Carolina-Greensboro

Corby Brooks, Partnership FIVE, University of North Carolina-Greensboro

4:30- 6:00

CONCURRENT SESSIONS

Behavioral Medicine Module 1: Background, History, and Relevance to Recreational Therapy – (Part Two of Two) (CT1-B) (Elkmont)

See concurrent description CT1-A

Carmen V. Russoniello, Ph.D., TRS/CTRS, LPC, East Carolina University

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

The Dementia Disease Process – Creating Opportunities for Independence for People with Moderate to Moderate Severe Dementia (CT2-B) (Foothills)

This session will inform participants of the progressive brain damage caused by the dementia disease process and behavioral changes that occur. This will teach participants to identify the progression of the disease in order to assist in creating an adapted structured program to that creates opportunities for success.

Learning Objectives: Participants will 1) identify the clinical characteristics of primary degenerative dementia by using the Global Deterioration Scale for Assessment of primary degenerative dementia, 2) be able to develop a daily structured program targeted for residents with moderate to moderately severe dementia.

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

Now Showing 28 Days (B1) (Appalachian/BlueRidge)

This session will introduce a substance abuse treatment program and the Stages of Change using initiatives, lecture, leisure education and the movie 28 days. The Stages of Change Model has become enormously popular among treatment providers. This concept is used in an (8) session program for adult probationers as an introduction to self-assessment and awareness.

Learning Objectives: Participants will 1) be able to identify three /signs/symptoms of alcohol/drug addiction. 2) I be able to identify the five stages of change and how to assess readiness to change based on stages, 3) be able to state four examples of engaging participants in activities that promotes self-assessment and goal-setting

Kathy Durden, CTRS, CAC II, CPRP, CarePartners of Georgia, Behavioral Health Company

TBI + TBI = Success : Traumatic Brain Injury + The Best Interventions = Success (B2) (Cumberland/Douglas)

Assessment and treatment of pediatric patients with traumatic brain injuries can be very different from working with other pediatric populations or adult traumatic brain injury patients. This session will provide the tools needed to assess pediatric patients with traumatic brain injuries as well as select and implement effective treatment interventions.

Learning Objectives: Participants will 1) be familiar with ways to assess the five domains in pediatric TBI patients, 2) be familiar with 3 treatment interventions to address concerns in each of the five domains, 3) be able to identify at least 3 resources to increase knowledge of TBI in children and its sequelae.

Jenni Davis, TRS/CTRS, CCLS, University of North Carolina Hospitals

Therapeutic Recreation and Experiential Education (B3) (Ballroom)

This session will include a dramatic video presentation of several experiential education programs conducted by therapeutic recreation, special education, and other 'human service oriented' students. These experiences greatly enhance the understanding and appreciation of their career choices and better prepare them to work with individuals who have disabilities.

Learning Objectives: Participants will 1) demonstrate how to recognize the important and relevant background knowledge of TR, 2) demonstrate knowledge and importance of experiential learning as part of the formal education process, 3) demonstrate how to organize and deliver experiential education programs.

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

Heidi Poore, Graduate Research Assistant, The University of Tennessee

Derrick Stowell, Graduate Research Assistant, The University of Tennessee

6:00 Gathering in the Smokies: Social and Prizes

THURSDAY, JULY 21

8:00 - 8:45 REGISTRATION AND BREAKFAST

9:00 -10:00

GENERAL SESSION

Recognition of Recreational Therapists: Are You Recognized for What You Do? (K2) (Ballroom)

As recreational therapists, we are known for working in the "trenches" and willing to do the hard work. What are you doing to improve your recognition at your agency . . . as a recreational therapist? . . . as a rehabilitation specialist? . . as a health care professional? Join the ATRA Executive Director in identifying those areas where you excel in recognition and areas that you may improve the recognition of you, your profession and your future.

Learning Objectives: Participants will: 1) identify at least three methods of professional recognition, 2) identify two mechanisms they may employ to improve their professional recognition, 3) identify two actions to improve recognition of the recreational therapy profession.

Ann Huston, MPA, CTRS, Executive Director, ATRA

10:00

BREAK

10:15-11:45

CONCURRENT SESSIONS

Behavioral Medicine Module 2: Inducing the Relaxation Response (Part One of Two) (CT1-C) (Elkmont)

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 and demonstrate the application of proper techniques.

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

Carmen V. Russoniello, Ph.D., TRS/CTRS, LPC, East Carolina University

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

Documenting the Clinical Process in Long Term Care Services (CT2-C) (Foothills)

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

Sheridan Black, CTRS, LNHA, StarLife Services & Resources, Inc.

Living and Surviving Today: Essential Life Time Survival Skills Learned Through Therapeutic Recreation (C1) (Appalachian/Blue Ridge)

Life Time Survival Skills are those skills that are essential for all of us to learn to live successfully in the community, family and world. This session focuses on the use of Therapeutic Recreation in assessing the development of these skills and then designing proto calls and intervention strategies for teaching the skills whether in the nursing home, juvenile detention center or behavior health center.

Learning Objectives: Participants will 1) learn methods to assess and evaluate the development of basic lifetime survival skills in clients in a variety of settings including juvenile detention, behavior medicine, etc., 2) be able to utilize information gained from the assessment process to design and implement six programs that teach basic lifetime survival skills, 3) write one care plan for each life time survival skill.

Ted Muilenburg, Ph.D., CTRS, West Virginia State University

Circle of Life (C2) (Cumberland/Douglas)

Human beings have many more similarities than they do differences. Join us *on the path unwinding* as we experience interventions intended to validate the commonality of community while respecting the uniqueness of the individual. Creative, affective, insightful additions to your treatment plan; applicable to all patient groups.

Learning Objectives: Participants will 1) be able to articulate the benefits of a philosophy of inclusion vs. one of exclusion, 2) be able to facilitate at least three humanizers that are useful in reducing patient anxiety, 3) be able to facilitate a values clarification exercise intended to enhance an awareness of the commonality of participants.

Edward J. Kesgen, Ph.D., TRS/CTRS, Western Carolina University

Fun Teambuilding Activities: Enhancing Well-Being Through Connection (C3) (Windows)

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, 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 leaning through fun and engaging team activities.

Tom Heck, CCO, teachmeteamwork.com

11:45 -1:00 LUNCH

1:00 - 2:30

CONCURRENT SESSIONS

Behavioral Medicine II: Advanced Applications for Recreational Therapy (CT1-D) (Elkmont) Pre-requisite required to obtain Competency Track Certificate. Participants must have attended Behavioral Medicine: Applications for Recreational Therapy Overview at STRS 2000, 2001, 2002, 2003, 2004 or 2005.

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.

Carmen V. Russoniello, Ph.D., TRS/CTRS. LPC, East Carolina University

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

Aerobics of the Mind: Jogging your Mind and Flexing Your Memory (CT2-D) (Foothills)

Mental health is as important as physical health to our aging population. Learn the benefits of mental exercises and how to provide activities that are mentally stimulating for your geriatric population. You will want to try some the exercises for yourself to see if you need some extra mental aerobics.

Learning Objectives: Participants will: 1) name three areas of the brain and their function, 2) name three categories of mental exercise, 3) be able to determine appropriate participants for a mental aerobic exercise session.

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

.. Procedural Preparation and Support: Intervention Skills and Competency Development (D1) (Cumberland/Douglas)

Procedural preparation and procedural support are intervention skills used to meet the emotional and cognitive needs of pediatric patients. Increasingly these interventions are used with adult patients in acute care settings. New interventions skills require competency development to ensure quality training of recreational therapists and quality care of patients.

Learning Objectives: Participants will: 1) have a better understanding of Procedural Preparation interventions for pediatric and adult patients, 2) be able to list three interventions appropriate for procedural support, 3) have clear understanding of what is required to develop a competency for Procedural preparation and support.

Jenni Davis, TRS/CTRS, UNC Hospitals

.. Team Tools: Interdisciplinary Treatment Team Meeting Skills (D2) (Appalachian/Blue Ridge)

This session will focus on the importance of recognizing the interdependence of team members to develop the most effective treatment plan and treatment process. A toolbox of skills will be introduced to offer skills for more productive team meetings among disciplines while focusing on the needs specific to geriatrics, mental health, developmental disabilities, and addiction.

Learning Objectives: Participants will: 1) be able to identify three ground rules for team functions, 2) be introduced to four tools for team progress.

David Crooke, LPC, CarePartners of Georgia

.. The Art of Group Facilitation: Ice Breakers and Teambuilding Activities to Enhance any Group Experience (Part One of Two) (D3) (Windows)

This session will focus on teaching techniques to more effectively facilitate group activities. Participants will learn a variety of icebreakers, games and teambuilding exercises that are sure to bring your group activities to the next level. Come prepared to participate!

Learning Objectives: Participants will: 1) learn the benefits of using games and other activities to enhance group experiences, 2) increase knowledge about a variety of philosophies that support the use of activities to more effectively facilitate groups, 3) learn at least five specific exercises to facilitate groups of clients or staff.

Deborah Tilley, Fairfield Center, Inc.

Mandy Bergmayr, Fairfield Center, Inc.

Tracy Witt, Fairfield Center, Inc.

2:30 BREAK

2:45- 4:15 CONCURRENT SESSIONS

.. Memory Boxes (E1) (Foothills)

Enjoy an informational session providing reminiscent ideas for small groups and individual contact. This session will provide the participant with creative outlets for using readily available items for therapeutic purposes while working with the geriatric population.

Learning Objectives: Participants will: 1) have a heightened awareness of providing quality cognitive programming for the geriatric population while utilizing readily available items for goal directed outcomes, 2) have the knowledge to create their own memory boxes to initiate as a treatment modality in working with the geriatric population.

Vikki Grant, TRS/CTRS, Wake Forest University Baptist Medical Center

.. Exploring Personal TR Philosophies Through Creative Arts (E2) (Elkmont)

Come explore your personal Therapeutic Recreation philosophy through this experiential session. Whether you are a student just about to enter the field or a seasoned professional seeking a sense of renewal, come ready to create and express your own thoughts and perceptions regarding TR practice.

Learning Objectives: Participants will: 1) leave with at least one completed example of a creative art activity that represents their own TR philosophy, 2) learn at least one creative art activity that can be adapted to use with their own TR clients.

Heather Reel, MS, CTRS

Lisbeth Barbary, MS, CTRS

.. The Art of Group Facilitation: Ice Breakers and Teambuilding Activities to Enhance any Group Experience (Part Two of Two) (E3) (Windows)

See Concurrent Session D3.

Deborah Tilley, Fairfield Center, Inc.

Mandy Bergmayr, Fairfield Center, Inc.

Tracy Witt, Fairfield Center, Inc.

.. Lasting Impressions: Resume and Interview Techniques (E4) (Appalachian/Blue Ridge)

Often students and practitioners feel confident in their professional competencies as they attempt to secure a position in recreational therapy but they neglect to recognize the importance of "selling" these abilities to a perspective internship supervisor or employer. This session will stress the importance of the cover letter, resume, portfolio and interview in obtaining the desired position. Practical tips on initiating the internship or job search and on proven business guidelines to make a lasting impression will be shared.

Learning Objectives: Participants will: 1) identify potential internship or employer sites, 2) list practitioner expectations regarding and prepare a cover letter, resume and portfolio, 3) improve interview techniques, 4) identify follow-up techniques to initiate post interview.

Pam Wilson, M.S., TRS/CTRS, Wake Forest University Baptist Medical Center

- .. **Social Patterns After Trauma and Hospitalization: What Your Patient Should Know (E5) (Cumberland/Douglas)**
Patients often experience a life change after suffering a traumatic illness or accident. This session discusses talking points on social behaviors that often assist patients to understand social distancing through the concept of Spheres of Influence. The session has proved to be beneficial in social adjustment and problem identification that relieves anger from a patient's perspective.
Learning Objectives: Participants will: 1) understand the social patterns that are often experienced from life change resulting from hospitalization 2) plan talking points for social patterns after significant hospitalization 3) demonstrate an understanding of Spheres of Influence as it relates to treating social isolation.
Al Kaye, MS, CTRS, Fort Sanders Regional Medical Center

4:15 **BREAK**

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

- .. **The Recreational Therapist as the New Family Therapist (F1) (Foothills)**
As recreational therapists continually strive to broaden our skills and offer more to our clients in mental health and addictions treatment settings, it is worthwhile to explore the role of the CTRS as family therapist. In this experiential session attendees will learn strategies for implementing group family sessions with an emphasis on processing family issues.
Learning Objectives: Participants will: 1) participate in at least three experiential initiatives designed to foster a group discussion centered on family issues, 2) explore family dynamics through the processing of experiential activities, 3) identify at least three ways that clients and the treatment team benefit from a CTRS's involvement in family therapy sessions.
Maureen Meador, CTRS
- .. **The Professional Agenda: Where Are We Going? (F2) (Elkmont)**
There are many exciting events occurring that are directly impacting recreational therapy services. From the state Local Coverage Determination (LCD) to the World Health Organization International Classification of Function (ICF) manual, ATRA is a player in these local, state, national and international initiatives. Join ATRA's Executive Director for an overview of the exciting ventures ATRA is actively participating and understand how these new initiatives will impact your practice, today, tomorrow and in the future.
Learning Objectives: Participants will: 1) identify two local and state initiatives that are impacting service delivery to clients, 2) identify three national/international initiatives that ATRA is leading the path for the profession, 3) make at least three recommendations for future action by the profession and ATRA.
Ann Huston, MPA, CTRS, Executive Director, ATRA
- .. **Addressing Functional Outcomes Through TR in Public Schools (F3) (Appalachian/Blue Ridge)**
This session will include a brief lecture/discussion of the purpose and philosophy of conducting TR in public schools. A DVD presentation will be shown of a specific example of TR in Knox and Sevier County public schools. Specific 'functional outcomes' will be identified and addressed through group participation as well as methods of addressing these through the use of TR activities in the classroom.
Learning Objectives: Participants will: 1) demonstrate how to recognize different diagnostic groups that can be served through TR in the public classroom, 2) demonstrate knowledge and importance of how to do an initial assessment and design a program to achieve the desired functional outcomes, 3) demonstrate how to organize and deliver TR services in a public school setting.
Gene Hayes, Ph.D., CTRS, The University of Tennessee
Amanda Powley Tinsley, Graduate Assistant, The University of Tennessee
Derrick Stowell, Graduate Assistant, The University of Tennessee
Meagan DeArmand, Undergraduate Assistant, The University of Tennessee
- .. **Returning to the Garden: Utilizing the Gardening Process in Therapy (F4) (Windows)**
This presentation will describe the development and execution of a therapeutic gardening program with an inpatient addictions unit, and expansion to other programs. The program's design, development, and experiences will be discussed, including the use of outside resources. Specific therapeutic processes utilized in the garden will be presented.
Learning Objectives: Participants will: 1) learn three objectives of this program with an inpatient addictions program, 2) be able to identify two resources that can enhance their therapeutic gardening program, 3) be able to describe the concept of the connection with the natural world, 4) learn four gardening processes beneficial in the therapeutic process.
Bob Raynor, MS, CTRS, MUSC, Institute of Psychiatry
- .. **Senior Volunteer: An Untapped Resource (F5) (Cumberland/Douglas)**
Understanding the culture of active seniors is often a challenge that is faced by many CTRS who supervise these senior volunteers. In this session we will discuss the findings from an ethnography study done on ten active seniors who service as volunteers with a TR program and the implications of these findings for supporting, training, and motivating senior volunteers.
Learning Objectives: Participants will: 1) be able to identify at least three ways in which active seniors view their world, 2) be able to identify three ways in which active seniors view themselves as different, 3) be able to identify at least three ways in which active seniors view people of various age groups.
Angela Wozencroft, M.S., Doctoral Student, Clemson University

6:30 **Explore Gatlinburg or hike the Alum Cave Trail.**

FRIDAY, JULY 22

8:00 - 8:30

REGISTRATION AND BREAKFAST

8:30 -10:00

CONCURRENT SESSIONS

Inducing the Relaxation Response (Part Two of Two) (CT1-G) (Elkmont)

See concurrent description CT1-C

Carmen V. Russoniello, Ph.D., TRS/CTRS, LPC, East Carolina University

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

Respite and Recreation for Young Adults with Autism (G1) (Foothills)

This session will present information on the formation of the Respite and Recreation Program for young adults with Autism. Also addressed will be the goals, objectives and anticipated functional outcomes of the participants. A description of the participants and a case study will be presented.

Learning Objectives: Participants will demonstrate knowledge of: 1) young adults with Autism, 2) how to organize and manage a community based program for young adults with Autism, 3) how and why to plan an intervention for young adults with Autism

Angie Giffin, Program Director, The University of Tennessee

Jim Friedrich, Breakthrough Corp.

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

"FUN"amentals for CVA interventions for Inpatient Rehabilitation (G2) (Appalachian/Blue Ridge)

This session will offer basic neuro anatomy and the impact a cerebral accident has on functional abilities. Session will include therapeutic interventions used to address deficits in social, cognitive, physical and affective domains. Participants will learn through lecture, group participation, resource exploration and small group interactions.

Learning Objectives: Participants will 1) be able to identify, implement, and adapt several group and/or individual activities specific to the CVA population, 2) be knowledgeable of the neuro anatomy and physical deficits of CVA patients and how to adapt activities to the population, 3) demonstrate knowledge of at least four resources pertaining to CVA patients during rehabilitation and for their transition into the community.

Theresa Thomas, MS, CTRS, Patricia Neal Rehabilitation Center

Brandy Lockard, CTRS, Patricia Neal Rehabilitation Center

Developing Competencies for Using Tai Chi with Special Populations (Part One of Two) (G3) (Windows)

Participants will learn about the principles of Tai Chi that can be used in everyday life and the competencies necessary for the delivery of service. Four to five Tai Chi movements will be combined and three warm ups added to make up microform. Skills needed to teach Tai Chi to a special population will also be offered as well as Tai Chi opportunities available for the CTRS.

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

Professional Presentations: How Do I Put One Together? (G4) (Cumberland/Douglas)

Have you ever wanted to give a professional presentation but feel like you don't know how to get started or lack the confidence needed for delivery? During this session, participants will identify personal strengths/weaknesses related to making a presentation and learn how to conceptualize, organize, and develop a presentation.

Learning Objectives: Participants will 1) identify personal strengths and areas of improvement needed related to personal presentation abilities, 2) identify the steps to organizing and developing a presentation, 3) select two topics that they would be comfortable presenting at a conference or workshop and develop an outline for one topic selected.

Janet A. Funderburk, Ph.D., CTRS, Georgia Southern University

10:15-11:45

CONCURRENT SESSIONS

Cats in the Cradle: Activity therapy and Family Systems (H1) (Elkmont)

This session will introduce the family systems approach and introduce how recreational therapists can implement techniques to teach needed skills within the family unit.

Learning Objectives: Participants will 1) be able to identify three theoretical concepts of family dynamics, 2) be introduced to three activities and practical suggestions for engagement of the family system and evaluation of the program.

David Crooke, LPC, CarePartners of Georgia

Animal Assisted Therapy (H2) (Foothills)

This session will offer a video "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. Participants will have the opportunity to interact with the CCI dogs, Lanai and Ostad, and experience the wonders of canine therapy.

Learning Objectives: Participants will demonstrate knowledge of: 1) the theory/rationale of animals in TR, 2) how to use animals in enhancing independence, 3) how to use animals in advancing TR.

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

Cliff Burnham, CTRS, Southern Kentucky Rehabilitation Hospital

Meagan DeArmand, Undergraduate Research Assistant

Special guests: Matthew LeCompte and Ingo

Developing Competencies for Using Tai Chi with Special Populations (Part Two of Two) (H3) (Windows)

See Concurrent Session (G3)

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

.. **An Update on CMS Coverage and Reimbursement of Recreational Therapy (H4) (Appalachian/Blue Ridge)**

Last year, we had an informative session on various stages of coverage and reimbursement for recreational therapists in skilled nursing facilities, inpatient rehabilitation, and mental health settings. Join Ann for a year's review of ATRA's activities with the Center for Medicare and Medicaid Services (CMS) and our exciting new agenda for Part A services. Bring your questions!

Learning Objectives: Participants will: 1) identify two recent accomplishments for recreational therapy and coverage of services, 2) identify three efforts by ATRA for recognition and respect through the federal government, 3) make at least three recommendations for future action by the profession and ATRA.

Ann Huston, MPA, CTRS, Executive Director, ATRA

.. **Exploring Differences Between Licensure and Certification in North Carolina (H5) (Cumberland/Douglas)**

The North Carolina Therapeutic Recreation Certification Board (NCTRCB) has submitted an amended bill to the State Legislature for licensure. This session will provide information on the bill and implications for practice when the amendment is approved.

Learning Objectives: Participants will be able to: 1) identify basic purpose of licensure, 2) discuss the process implemented to make modifications to NC's laws, 3) List differences between certification and licensure, 4) identify steps necessary to become licensed in NC.

Becky Garrett, TRS/CTRS, TRCB Executive Director

Pam Wilson, M.S., TRS/CTRS, Wake Forest University Baptist Medical Center

11:45 **BREAK**

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

.. **Maintaining Passion, Proficiency and Persistence (K3) (Ballroom)**

An opportunity for personal assessment and reflection regarding your future in Therapeutic Recreation. Ideas and applications toward becoming a "make-a-difference" person for your agency and profession. Specifics of enhancing commitment to excellence, service, growth and giving.

Learning Objectives: Participants will be able to: 1) Assess current level of commitment to employing agency and develop a personal plan for fuller involvement, 2) Assess current level of commitment to the profession and develop a personal plan for fuller involvement.

Jeff Witman, Ph.D., CTRS, York College of Pennsylvania

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