

SOUTHEAST THERAPEUTIC RECREATION SYMPOSIUM

2007

Improved Competencies: What It Takes To Make A Difference



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

AGENDA

WEDNESDAY, JULY 18

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

1:00 - 2:30 WELCOME AND KEYNOTE ADDRESS

.. **Improved Competence Through Evidence-Based Practice: Everything Else Might As Well Be Voodoo (K1) Salon 5**

This presentation will focus on the importance of evidence-based practice in Recreational Therapy and the latest research evidence supporting the significant impact recreational therapists can make on the lives of people with illnesses and disabilities.

Learning Objectives: Participants will be able to: 1) define "evidence-based practice"; 2) describe the relationship between research, evidence-based practice, and competencies; 3) discriminate between evidence-based practice and programs designed on other criteria.

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

2:30 BREAK

2:45- 4:15 CONCURRENT SESSIONS

.. **Behavioral Medicine: Background, History And Relevance To Recreational Therapy (Part 1 of 2) (CT1-A)**

Gwinnett

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.

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

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

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

.. **Evidence-Based Recreational Therapy Practice: Improving Client Outcomes (CT2-A) Hall**

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

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

Ray E. West, MS, LRT/CTRS, Consultant

.. **Achieving Specific Purposes Through Initiative Activities (A1) Salon 5**

This session will introduce the audience to how to use initiative activities for very specific purposes. Activities involved will enhance growth and development in one, or all, of the physical, cognitive, social or emotional domains and may be used as ice-breakers, de-inhibitors, building trust or enhancing communication.

Learning Objectives: Participants will demonstrate: 1) knowledge of the background and use of initiatives in TR; 2) the knowledge to plan and implement an intervention program; 3) the knowledge to advance the use of this type of modality in TR.

Kristin Bradley, The University of Tennessee

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

Nyleta Singleton, The University of Tennessee

.. **It's OK To Drop The Ball: Juggling As A Therapeutic Intervention (A2) Salon 7**

In this interactive session, participants will learn how the juggling arts can be used as a tool to teach wellness principles and healthy living skills. Group members will practice a juggling art form and learn how to conduct a juggling therapy session with their clients.

Learning Objectives: Participants will: 1) successfully learn how to juggle three scarves and balance a peacock feather in their hand; 2) identify ten benefits of teaching their clients how to juggle; 3) identify three life lessons of juggling and how they can be used to educate clients on wellness and relapse prevention.

Brian Bruggeman, CTRS, Tanner Medical Center

.. **"Come Go With Me"- Therapeutic Dementia Care Interventions (A3) Walton**

This session will address the behavioral changes caused by the dementia disease process and person-centered treatment care interventions that are tailored to the abilities and changing needs of the person with dementia.

Learning Objectives: Participants will: 1) identify the clinical characteristics of primary degenerative dementia by using the Global Deterioration Scale for Assessment for primary degenerative dementia; 2) develop a structured program targeted for people with moderate to moderately severe dementia; 3) develop therapeutic interventions that will provide opportunities for independence and success for people with mild to moderate cognitive impairments.

Sheri Bankston, CTRS, Jackson, MS

4:30- 6:00 CONCURRENT SESSIONS

.. **Behavioral Medicine: Background, History, And Relevance To Recreational Therapy – (Part 2 of 2) (CT1-B)**

Gwinnett

See concurrent description CT1-A

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

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

**** Assessment And Writing Measurable Functional Outcome Goals For Recreational Therapy (Theory and Practice) (Part One of Two) (CT2-B) Hall**

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 clients.

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

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

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

**** Public Behavioral Health System: Where Can You As A CTRS Fit? (B1) Salon 5**

This session will review the Georgia Medicaid Service Guidelines and discuss possible professional paths of the therapeutic recreation services in the public Behavioral Health system.

Learning Objectives: Participants will: 1) identify three service codes whereas a CTRS can provide services; 2) identify three possible interventions to use within service guidelines.

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

Mary L. Holliday, MT-BC, Georgia DHR, Division of Mental Health, Developmental Disabilities and Addictive Diseases

David Crooke, LPC, CarePartners of Georgia

**** Spirituality: What It Takes To Make A Difference! (B2) Salon 7**

This session will introduce participants to the value and efficacy of including spirituality as an important part of the healing process within the treatment facility. Spirituality will be discussed in its broadest sense.

Learning Objectives: Participants will demonstrate: 1) knowledge of the background of the relationship between RT and Spirituality; 2) knowledge of various populations served within the spirituality modality; 3) knowledge of how to advance the relationship between the RT and spiritually orientated professions.

Jason Scott, The University of Tennessee

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

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

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

**** Make A Difference Through Leisure Education (B3) Walton**

This session will highlight the leisure education program that Shepherd Center offers to patients, family members, and staff for community re-integration.

Learning Objectives: Participants will be able to: 1) verbalize the five key components of a leisure education program; 2) discuss 3-5 positive implications the reintegration program plays in an individual's continuum of care; 3) discuss three ideas on how to successfully implement a leisure education program.

Allyson Wills, CTRS, Shepherd Center

Tara MacCaughelty, CTRS, Shepherd Center

6:30 Social – Mix It Up With An Evening Of Fun, Food, And Games- Georgia Style! Georgia Ballroom

THURSDAY, JULY 19

8:00 - 8:45 REGISTRATION AND CONTINENTAL BREAKFAST

9:00 -10:00 GENERAL SESSION

**** Training Peers In Competencies For System Transformation (K2) Salon 5**

This session will review perspectives of mental health services from a consumer perspective. He will also review current efforts to assist consumers of mental health services to recover their dignity.

Learning Objectives: Participants will be able to describe: 1) the Five Stages of Recovery and the role trained peers can play in the five stages; 2) peer competencies; 3) the role of recreational therapists joining peers in supporting wellness.

Larry Fricks, Director, Appalachian Consulting Group

10:00 BREAK

10:15-11:45 CONCURRENT SESSIONS

**** Intervention Techniques In Behavioral Medicine: The Art And Science Of Breathing (Part 1 of 3) (CT1-C) Gwinnett**

This session will address both the science of breathing and the art and application of breathing as an essential element in the induction of the relaxation response.

Learning Objectives: the participant will be able to: 1) identify the physiology of breathing; 2) identify at least two methods to assess breathing irregularities; 3) identify at least one specific technique used to promote diaphragmatic breathing; 4) define cardio respiratory coherence and its relevance to health; 5) identify at least two methods used to produce cardio respiratory coherence.

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

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

**** Assessment and Writing Measurable Functional Outcome Goals For Recreational Therapy (Theory and Practice) (Part Two of Two) (CT2-C) Hall**

See concurrent description of CT2-B

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

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

Advancing Therapeutic Recreation Through Experiential Education (C1) Salon 5

This session will introduce participants to the philosophy of the "learning by doing" theory and how this can enhance their professional and practical knowledge of therapeutic recreation. Several practical applications will be presented and discussed along with how others can employ an experiential education approach.

Learning Objectives: Participants will demonstrate knowledge of : 1) the various ways of advancing our profession; 2) the background of TR and Experiential Education; 3) how to organize and manage an experiential education program.

Amanda Langston, The University of Tennessee

Kristin Bradley, The University of Tennessee

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

Behavioral Theory In The Treatment & Prevention Of Obesity: Implications For Recreational Therapy (C2) Salon 6-8

The concept of obesity and how to address it is an expanding problem. Tools to motivate behavioral change for treatment of obesity are one method that the CTRS could easily implement. Identifying behavioral interventions and the development of an action plan for implementing with obese clients will be addressed.

Learning Objectives: Participants will be able to: 1) identify at least 3-5 factors and/or trends associated with obesity; 2) define behavioral theory and the concept of the readiness to change model as it relates to obesity and RT; 3) list at least 3-5 new behavioral interventions and develop an action plan for implementing with their obese clients.

Janet A. Funderburk, Ph.D., LRT/CTRS, East Carolina University

The Power Of Peers: An Integrative Approach (C3) Walton

This session will present an overview of a peer visitor program for stroke, brain-injury and amputee survivors. Peer visitors can provide hope, encouragement and support as patients recover. Participants will learn how to train and provide resources to start this program and identify the need for peer visitors within their facility.

Learning Objectives: Participants will identify: 1) contact information for at least 3 organizations that serve as resources for populations served; 2) 3 types of peer visitors; 3) ways to incorporate peer visitor program into their facility.

Mallory T. Harwood, CTRS, Glancy Rehabilitation Center

Kelly Dunham, CTRS, Glancy Rehabilitation Center

11:45 -1:00 LUNCH ON YOUR OWN

1:00 - 2:30

CONCURRENT SESSIONS

Intervention Techniques In Behavioral Medicine: The Relaxation Response (Part 2 of 3) (CT1-D) Gwinnett

The purpose of this module is to assist recreational therapists in developing 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 to produce the relaxation response. Participants will return for part three and demonstrate the application of proper breathing (part 1) and relaxation (part 2) techniques.

Learning Objectives: Participants will: 1) have knowledge and understanding of the role of the relaxation response in the treatment of disorders; 2) demonstrate an understanding of the use of autogenics in inducing the relaxation response; 3) demonstrate an understanding of the use of imagery in inducing the relaxation response.

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

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

Using Case Studies To Measure Evidence-Based Outcomes (CT2-D) Hall

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

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

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

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

Rippling Effects: Kayaking For Individuals With Physical Disabilities (D1) Salon 5

Are you seeking new ways to add a splash of excitement to your programming palette? This introductory course to kayaking for those with physical disabilities will cover the basics of starting your own kayaking program. Come discover the positive rippling of effects that kayaking will bring into your participants' lives.

Learning Objectives: Participants will: 1) be able to identify those individuals appropriate for participation in a kayaking program; 2) be able to demonstrate basic knowledge of kayaking equipment; 3) gain an understanding of adaptations, skills and safety issues as they relate to a kayaking program.

Susie Montgomery, MS, CTRS, CBIS, Alabama Head Injury Foundation

Christie D. Mills, CTRS, Douglas County Parks and Recreation

Working With Resistance (D2) Salon 6-8

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

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

Wayne Pollock, MS, CTRS, Virginia Wesleyan College

Bob Raynor, MS, CTRS, Institute of Psychiatry MUSC

Recreational Therapy And Activities In Long Term Care: Differences, Similarities, and Barriers (D3) Walton

Recreational Therapists and Activity Professionals work together in the long term care setting. This session will outline the Standards of Practice of each of these disciplines, identifying the differences and similarities, and will discuss the barriers to the provision of RT services in long term care.

Learning Objectives: Participants will: 1) demonstrate knowledge of the difference between activity services and recreational therapy services in the long term care setting; 2) express solutions to overcome barriers in providing RT services in the LTC setting; 3) demonstrate knowledge of the requirements to providing RT treatment according to CMS guidelines.

Jo Lewis, CTRS, Valencia Hills Health & Rehabilitation Center

2:30 BREAK

2:45- 4:15

CONCURRENT SESSIONS

F248: Implementing It Into The Life of Your Residents' Recreation Program (E1) Walton

The federal regulation hasn't changed, but the survey protocol certainly has. This session will help you look at how to use the new guidelines to make your facility's recreation program stronger and you more "survey savvy". Participants will be involved in discussion, planning, and problem-solving related to assessment, planning, interventions, adaptations and documentation.

Learning Objectives: Participants will be able to demonstrate knowledge of: 1) information needed to successfully plan interventions for their residents; 2) planning and implementing programs including group size, adaptations, and individualization; 3) components of participation records and progress notes necessary in today's survey environment.

Amy Smith, LRT/CTRS, Beverly Living Centers

Person Centered Planning: Working As A Partner With Others In Treatment Planning (E2) Salon 6-8

This session will explore the concept of person centered planning and its impact on delivery of services for mental health and addictive diseases.

Learning Objectives: Participants will be able to: 1) verbalize a definition of person-centered planning; 2) state three techniques that promote person-centered planning; 3) identify three behaviors that promote a therapeutic alliance with others.

Kathy Durden, CTRS, CAC II, CPRP, Care Partners of Georgia

David Crooke, LPC, CCS Care Partners of Georgia

Charting the Course: Marketing Recreational Therapy Programs (E3) Hall

This session will outline marketing principles and strategies the recreational therapist can utilize to increase awareness of existing or planned programs. Information on consumer trends impacting service delivery will be reviewed along with a model to utilize when establishing promotional priorities. Examples of successful advertising and public relations techniques individuals can implement will be shared along with effective communication methods. Participants will be provided with resource materials to chart their own course of action.

Learning Objectives: Participants will be able to: 1) recognize the value of marketing, advertising and public relations when developing and providing recreational therapy programs; 2) identify consumer trends and their impact on service delivery priorities; 3) utilize effective marketing strategies and communication methods to promote recreational therapy services.

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

The Art and Science of Music: Implications for Recreational Therapy Practice (E4) Salon 5

This unique session will demonstrate both the art and science of music by simultaneously measuring autonomic nervous system changes in both a guest harpist and an audience participant. Real time physiological data (heart rate variability) will be used to demonstrate immediate changes in the autonomic nervous system in both individuals during the performance. The results will be captured, analyzed, and discussed in terms of health and recreational therapy practice.

Learning Objectives: Participants will be able to: 1) define heart rate variability and its sub components; 2) define photoplethysmography; 3) discuss the relationship between heart rate variability and health.

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

Maureen Meador, CTRS, Shepherd Center

Angi Bemiss, CMP, MBA, Northside Hospital

A Walk Through Memory Lane: Historical Perspectives Of TR/RT (E5) Gwinnett

This session will introduce the audience to some of the historical perspectives of the therapeutic recreation and/or recreational therapy profession. The historical roots will be explored. The emergence of professional organizations and certifications and the nature and types of services provided to clients will be presented.

Learning Objectives: Participants will demonstrate : 1) knowledge of the background of TR/RT; 2) knowledge of various populations served over the years; 3) an understanding of how to advance the TR/RT profession.

*Elizabeth Waddey, The University of Tennessee
Gene Hayes, Ph.D., CTRS, The University of Tennessee
Heather Reel, M.S., University of Georgia
Al Kaye, MS, CTRS, Patricia Neal Rehabilitation Center*

4:15 BREAK

4:30- 6:00

CONCURRENT SESSIONS

Enhancing Quality Of Life: Healing Mind, Body, And Spirit (F1) Hall

This session focuses on an interdisciplinary process to enhance quality of life for persons suffering from the effects of health compromises. Assessment of physical, emotional, and spiritual pain and creation of a healing environment are the main components of this process. Outcomes of this process are also presented.

Learning Objectives: Participants will be able to : 1) assess sources of pain and unmet needs of persons experiencing health compromises; 2) create a safe and healing environment for persons experiencing health compromises; 3) identify individualized care strategies and interventions based on patient-identified needs..

Stuart Sidell, MS, CAS, CTRS, Bay Pines V.A. Healthcare System

Community Connections Through Therapeutic Recreation (F2) Salon 5

This session will introduce the participants to a program in the Granite School District that assists students in acquiring the skills necessary to develop physically active and satisfying leisure lifestyles within their community. The program is interdisciplinary in nature and focuses on transition planning for individuals with disabilities.

Learning Objectives: Participants will demonstrate knowledge of: 1) how to document and evaluate a community based program; 2) plan an intervention program in TR; 3) organize and manage an experiential education program.

*Nyleta Singleton, CTRS, The University of Tennessee
Amanda Langston, The University of Tennessee
Elizabeth Waddey, The University of Tennessee*

What Works Best? Best Group Sessions With Chronic Mentally Ill Clients (F3) Walton

This interactive session will assist the recreational therapist in developing practices to work on specific activities which meet the leisure needs of various chronically hospitalized or placed clients (i.e., cognitive impairments, psychiatric impairments, addictions).

Learning Objectives: Participants will: 1) develop and/or enhance more socially acceptable and culturally aware concepts in working with various therapeutic recreation activities in the mental health setting; 2) have enhanced knowledge base to work with specific individual symptomatic diagnostic groupings and populations; 3) have enhanced knowledge of principles in leadership techniques and developing improved group interaction skills.

Markeeta Wilkerson, CTRS, Western State Hospital

Development Of Non-Traditional Adapted Sports For Persons With Disabilities (F4) Salon 6-8

This session will introduce non-traditional adapted sports development, including organized play, adapted equipment, sanctioning bodies, instruction, and recruitment. Power soccer, sit sled hockey and speed skating, bell basketball and gold for individuals with visual impairments and other adapted sports will be discussed along with resources and steps to offer these sports.

Learning Objectives: Participants will: 1) demonstrate the knowledge of three steps to planning and implementing adapted sports programs; 2) demonstrate knowledge to assess two physical functioning areas a utilize planned instructional interventions with individualized adapted equipment; 3) demonstrate at least two strategies to advocate for adapted sports within a therapeutic recreation service; 4) be able to identify three appropriate individual and group goals and at least three sequential skill building steps to achieve those goals..

*Tom McPike, MS, CTRS, Rockdale County Parks and Recreation
Don Pollard*

Transfer and Mobility of the Bariatric Patient (F5) Gwinnett

Bariatric patients are on the rise at all levels of care in health care. The recreational therapist needs to understand appropriate techniques for mobility of the bariatric patient for both patient safety and for employee safety. Fundamentals of lifting will be discussed and different lifting techniques will be demonstrated. Participants will be asked to participate in performing the assessment for lifting versus a no lift environment. Participants are to dress casual for lab participation.

Learning Objectives: Participants will: 1) have an understanding of the bariatric patient and different body types commonly seen in bariatric patients and their influence on movement; 2) be able to understand and perform the Dionne's Egress Assessment technique; 3) be able to identify the lateral transfer, the guard and hammock technique, and two grips for better control in performing transfers.

Al Kaye, MS, CTRS, Patricia Neal Rehabilitation Center

FRIDAY, JULY 20

7:30 - 8:30

REGISTRATION AND CONTINENTAL BREAKFAST

8:30 -10:00

CONCURRENT SESSIONS

Intervention Techniques In Behavioral Medicine: Applied Breathing And Relaxation Techniques (Part 3 of 3) (CT1-G) Gwinnett

This session will include the application of diaphragmatic breathing and relaxation techniques as a treatment strategy for stress related symptoms and disorders. Volunteer participants will demonstrate techniques utilizing technologies to measure the effectiveness of intervention.

Learning Objectives: During this session the participant will demonstrate : 1) the application of breathing techniques as an intervention in the treatment of stress related symptoms and disorders; 2) use of autogenics in inducing the relaxation response; 3) the use of imagery in inducing the relaxation response; 4) the use of the "one" technique in inducing the relaxation response.

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

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

Non-Pharmacological Interventions For Behaviors In Dementia (G1) Hall

Individuals with dementia often exhibit behavioral symptoms which affects their functional abilities and quality of life. Recreational therapy plays a vital role in treating these disturbing behaviors. During this session, the N.E.S.T approach to dealing with disturbing behaviors and other non-pharmacological interventions will be discussed.

Learning Objectives: Participants will: 1) demonstrate knowledge of the categories of disturbing behaviors exhibited by individuals with dementia; 2) identify the components of the NEST approach to dealing with disturbing behaviors; 3) will be able to identify three RT interventions for the treatment of disturbing behaviors.

Jo Lewis, CTRS, Valencia Hills Health & Rehabilitation Center

Kaizen: A Creative Approach To Therapeutic Recreation Service Delivery (G2) Salon 5

This session will explore the Japanese philosophy of Kaizen as a creative approach to service delivery. Participants will learn new tools to enrich life and positively impact clients.

Learning Objectives: Participants will demonstrate 1) knowledge of the physiological responses to fear, anxiety, and excitement with the brain and the entire body; 2) knowledge of the history and philosophy of Kaizen; 3) the ability to apply at least three Kaizen tools to recreational therapy practice.

Stacey Beth Shulman, MEd, CTRS, The Cohen Home

Group Problem Solving As An Intervention In An Intensive Outpatient Drug And Alcohol Program (G3) Walton

This presentation will describe the utilization of group problem solving as an intervention in an intensive outpatient drug and alcohol program. The session will look at group problem solving exercises that have useful metaphors for people with drug and alcohol problems. These exercises will be demonstrated experientially, with a focus on processing.

Learning Objectives: Participants will: 1) learn three objectives of this program with an intensive outpatient addictions program; 2) learn four sequenced sessions of group problem solving exercises; 3) learn four sequenced sessions of group problem solving exercises.

Bob Raynor, MS, CTRS, Institute of Psychiatry MUSC

Tai Chi: Improving Competencies And Making A Difference (Part 1 of 2) (G4) Salon 7-8

This session will offer participants the principles of T'ai Chi that can be used in every day life, the competencies necessary for the delivery of service, four to five T'ai Chi movements and warm-ups to make up a microform, skills necessary for teaching T'ai Chi to a special population, and developing a curriculum for your clients.

Learning Objectives: Participants will demonstrate knowledge of: 1) T'ai Chi principles and body mechanics; 2) five movements and three warm-ups; 3) how T'ai Chi helps to manage stress, helps alleviate arthritic conditions, increases range of motion, and improve circulation.

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

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

10:15-11:45

CONCURRENT SESSIONS

Intergenerational Interaction Through A Children's Summer Day Camp In LTC (H1) Salon 5

This session will provide information for developing intergenerational programming in the long term care environment through the implementation of a children's summer day camp. Themes, ideas, and tools used to provide interaction and develop relationships among elders and children will be offered.

Learning Objectives: Participants will be able to have an understanding of : 1) at least three beneficial outcomes related to intergenerational programming in LTC; 2) skills and resources needed to plan and implement an intergenerational day camp; 3) skills and resources needed to organize and manage an intergenerational program within the LTC facility and to effectively utilize/ménage junior volunteers.

Beth Dean, BS, ADC, Wiregrass Nursing Home

Game Your Brain: Implementing A Social Cognition Group (H2) Gwinnett

This session will offer basic principles for a social cognition group, criteria for start-up, and effective evaluation. A brief overview of the impact that CVA, BI and aging may have on functional abilities will be included with specific games and adaptations for addressing client / patient deficits. Learning Objectives: Participants will: 1) be able to identify, implement, and adapt a social cognition group specific to the CVA, BI, and geriatric population; 2) have knowledge of the neuro anatomy, deficits of CVA, BI and geriatric patients, and how to adapt activities to the population in the social cognition group setting and inclusion criteria for specific patients in the group setting; 3) be able to understand how to measure a social cognition group participant's performance in the physical, cognitive, affective, and social domains.

Theresa Thomas, MS, CTRS, Patricia Neal Rehabilitation Center

Angie Giffin, MS, CTRS, Patricia Neal Rehabilitation Center

- .. **Animal Assisted Therapy: What The Research And Literature Tells Us (H3) Hall**
This session will introduce the audience to the concept of Animal Assisted therapy and what the literature tells us about the value of using animals in the rehabilitation process.
Learning Objectives: Participants will demonstrate knowledge of: 1) the many types of individuals with whom animals may be effectively used; 2) how to plan an intervention program for patients; 3) the value of an animal assisted service in recreational therapy practice.
Cliff Burnham, CTRS, Sky Rehabilitation Hospital
Dale Ernst, The University of Tennessee
Gene Hayes, Ph.D., CTRS, The University of Tennessee
- .. **Tai Chi: Improving Competencies And Making A Difference (Part 2 of 2) (H4) Salon 7-8**
See description for concurrent session (G4)
Larry Y. Brown, M.S., CTRS, CAS, The University of Tennessee
Steve Waller, Ph.D., The University of Tennessee
- .. **Finding And Contributing To Professional Development Opportunities (H5) Walton**
Desperate for CEUs at the last minute? Wondering what else you can do instead of attending the same conferences? This session will guide participants to identify new opportunities for professional development (earning CEUs) and will assist in the creation of a personal action plan for developing professional development opportunities.
Learning Objectives: Participants will be able to: 1) describe two characteristics each of the different roles of the individual and administrator in professional development; 2) identify at least four categories and describe one example of the content of therapeutic recreation continuing education components; 3) List at least five opportunities for professional development and create an action plan for implementing at least one new opportunity.
Janet Funderburk, Ph.D., LRT/CTRS, East Carolina University
Susan A. McGhee, Ph.D., LRT/CTRS, East Carolina University

11:45 **BREAK**

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

- .. **Competencies For Practice: A Vision For Recreational Therapy (K3) Salon 5**
What does it take to advance competencies for the practice of recreational therapy? Explore the present and the vision of the future as we prepare for recreational therapy professional practice. We all share a role.
Learning Objectives: Participants will: 1) demonstrate an understanding of the present profile for the field; 2) be able to identify at least three actions they can take to advance competencies for practice in recreational therapy; 3) be able to create a vision of practice at their agency.
Thomas K. Skalko, Ph.D., LRT/CTRS, East Carolina University

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

Door Prize at Closing for 2008 FREE Symposium Registration

STRS Board Of Directors

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Please join the STRS Board at the 2008 Symposium:

July 16-18, 2008
Park Vista Hotel
Gatlinburg, Tennessee

Visit www.musc.edu/strs for details on the 2008 Symposium.

Southeast Therapeutic Recreation Symposium

The 2007 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 Evidence-Based Practice and Outcomes for Recreational Therapy – 6.0 Hours (Designated as CT2 sessions)

This track consists of four sessions. The first session (CT-2 A) reviews healthcare trends supporting evidence-based practice and techniques of evidence-based recreational therapy practice. The double session (CT-2 B & C) provides information about individualized assessment and techniques and considerations for writing functional outcome goals. The final session (CT-2 D) provides information about how to complete an evidence-based care case study to measure and demonstrate the outcomes achieved. STRS is awarding a certificate of training completed for those who complete all sessions in the track. ATRA will award an ATRA Certificate of Training if participants complete the training and complete and submit a case study to an expert panel. The panel will select case study summaries to be presented as a part of a panel at a future ATRA conference.

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 Throughout The Entire Symposium.

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

Congratulations to STRS 2007 Scholarship Recipients:

Megan Crook, rising junior, Virginia Wesleyan College

Jami Gerard, rising senior, East Carolina University

Emily Kennedy, 2007 graduate, University of Georgia

Jennifer Lynch, graduate student, Middle Tennessee State University

Kelly Miller, senior, Frostburg State University

Brock Quinton, 2007 graduate, Murray State University