



## **2024 ATRA Annual Conference**

### **Final Program and Schedule**

**October 12 – 15, 2024**

**Marriott Country Club Plaza, Kansas City, MO**

While this is the final program and schedule for the conference in Kansas City, there may be last minute changes. Please pay attention to onsite announcements and postings about sessions.

Regarding CEUs, all sessions have been pre-approved by NCTRC.

Please also note that all attendees, exhibitors and guests are expected to follow the ATRA Conference Code of Conduct. To this, please visit

<https://www.pathlms.com/atra/courses/63978/documents/98441>

When provided to ATRA, handouts can be found in the online scrolling/searchable schedule.

## **FRIDAY, OCTOBER 11, 2024**

### **Friday Schedule**

3:00 – 5:30p                      Registration Open

5:00 – 6:30p                      Peg Connolly Scholar Training – Hyde Park

## SATURDAY, OCTOBER 12, 2024 PRE-CONFERENCE SESSIONS

**\*Additional Fee Applies for ALL Pre-Conference Sessions**

### Saturday Schedule

|              |                           |
|--------------|---------------------------|
| 7:30a        | Registration Opens        |
| 8:30 – 10a   | Pre-Conference Sessions   |
| 10 – 10:30a  | Break in Prefunction Area |
| 10:30a – 12p | Pre-Conference Sessions   |
| 12 – 1:30p   | Lunch on Own              |
| 1:30 – 3p    | Pre-Conference Sessions   |
| 3 – 3:30p    | Break in Prefunction Area |
| 3:30 – 5p    | Pre-Conference Sessions   |
| 3:30 – 7p    | Exhibitor Set Up          |
| 6:30 – 8p    | Chapter Leaders           |

### FULL DAY (6 hour) SESSIONS 8:30a – 5p

#### **2024 Therapeutic Adventure Professional Group Preconference: Integrating the Adventure Therapy Beliefs Into Recreational Therapy Practice**

**Presenter(s):** Jesy Cordle, LRT, CTRS, CCAT, WFR, Emma Herndon, WFR

**Location:** Grand Ballroom FG

**Session Description:** The Therapeutic Adventure Professional Group (TAPG) is a special interest group of the Association for Experiential Education that oversees the field of adventure therapy and provides opportunities for adventure therapy and therapeutic adventure practitioners to connect with others in the field. The mission of TAPG is to engage practitioners in the development and promotion of adventure as a therapeutic approach. TAPG offers various first recreational therapy specific pre-conference for those who are using adventure therapy, therapeutic adventure, or adventure-based programming in their practice setting. In addition to being eligible for recreational therapy CEUs, this pre-conference can also be used for six training hours for the Certified Clinical Adventure Therapist or Certified Therapeutic Adventure Specialist core competencies for those interested in further certification.

The adventure therapy beliefs are fundamental to our work in therapeutic settings, but how can we as recreational therapists be intentional about incorporating these beliefs into our everyday work? The intention of the first half of this pre-conference is to examine the seven adventure therapy beliefs: safety, freedom, belonging, trust, enjoyment, challenge, and effective communication; discuss how these beliefs can be broken down into tangible, easy to understand components; and describe how these components can be used with participants as established clinical goals, group conversation starters, or for individual reflection prompts.

The adventure therapy beliefs should not only guide our work with our participants but also guide the way that we interact with the other professionals in our treatment teams because we all deserve to experience safety, freedom, belonging, trust, enjoyment, challenge, and effective

communication in the workplace. The purpose of the second half of this pre-conference is to discuss the application of the adventure therapy beliefs in recreational therapy organizations and treatment teams with more focus on how these beliefs can be broken into components that can be used to guide ethical supervision and develop healthy work cultures.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify the seven adventure therapy beliefs and describe their importance to the use of adventure therapy, therapeutic adventure, or adventure-based programming in recreational therapy practice
2. Explain how the adventure therapy beliefs can be used more intentionally in their practice settings to guide discussions with groups and individual participants
3. Describe how the adventure therapy beliefs can inform ethical supervision and identify ways that these beliefs relate to ethical codes in recreational therapy settings.

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Child and Adolescent, Community, Management, Military/Veterans, Physical Rehabilitation and Medicine

~~**Bee Calm, Bee Well: Therapeutic Beekeeping**~~ **CANCELLED**

**HALF DAY (3 hour) MORNING SESSIONS 8:30a – 12:00p**

## **Virtual Reality (VR) Applications in Recreation Therapy**

**Presenter(s):** Jon Tang, CTRS, Evan Davis, CTRS

**Location:** Seville 2

**Session Description:** In this session, attendees would have the opportunity to explore Virtual Reality (VR) and learn how VR can be implemented in Recreation Therapy, create individualized intervention plans, and analyze programs available for VR headsets.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least three health risks and precautions before approaching VR
2. Identify at least three benefits of Virtual Reality (VR) in Recreational Therapy
3. Identify at least three VR program interventions that can be implemented in Recreational Therapy

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Adaptive Sports, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Adapted Sports and Recreation

~~**Vulnerability in Behavioral Health**~~ **CANCELLED**

## **HALF DAY (3 hour) AFTERNOON 1:30 – 5:00p**

### **In the Midst of Darkness, Light Persists: The Therapeutic Use of “Dark Leisure” in RT**

**Presenter(s):** Jason Page, PhD, CTRS

**Location:** Seville 2

**Session Description:** Dark leisure can simply be defined as leisure activities associated with death and tragedy. From a therapeutic recreation perspective, this may seem oxymoronic as leisure and recreation are first and foremost a means of rejuvenation rather than decay. However, dark leisure is a growing part of the leisure landscape and chances are you are already participating in some dark leisure pursuits of your own. This session will explore the concept of dark leisure and consider how this area of leisure and recreation may be used to provide therapeutic benefits to the populations we serve.

During the session, participants will be asked to reflect on their own dark leisure experiences, consider the ethical implications of dark leisure in practice, and examine dark leisure activities across the RT domains for the individuals they serve.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least three dark leisure activity types/categories
2. Identify at least two potential ethical challenges to using dark leisure activities with the individuals they serve
3. Identify at least three benefits of facilitating dark leisure activities with the individuals they serve

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Child and Adolescent, Community, Higher Education, Management, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine, Schools

### **Inpatient Rehab Groups: How the CTRS Can Contribute to the 3 Hour Rule**

**Presenter(s):** Courtney A Castillo, CTRS, Julie Pierce, CTRS

**Location:** Seville 1

**Session Description:** As ATRA continues to lobby for Recreational Therapy to be included in the 3 hour rule in the IRF setting, it is up to the CTRS to think inside and outside of the box to meet patient goals while also contributing to the team approach for service delivery.

This session will focus on co-treatment groups between TR/PT, TR/OT and TR/ST specifically in an inpatient rehab setting. We will offer a framework for 4 specific types of groups that will include demonstrations of introductions, group activities and documentation. Be prepared to be an active group member, brainstorm new group activity ideas for varying diagnoses to achieve individual patient and group goals, document the cognitive, physical and psycho-social benefits,

practice developing your own style to group delivery, and walk away with ideas to either start co-treatment groups or enhance your existing group programs.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least 3 types of groups that can be implemented with PT, OT and SLP in an IRF setting
2. Demonstrate at least 2-3 group activities to achieve the goals for each discipline for each type of co-treatment group
3. Practice documentation to include cognitive, physical and psycho-social outcomes including use of GG and FIM documentation criteria

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals

**Track:** Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Physical Medicine and Rehabilitation

## **Standards for the Practice of Recreational Therapy- Understanding and Application in Your Setting**

**Presenter(s):** Joan L Sutton, MS, LRT, CTRS, CDP, FDRT, MaryJo Archambault, EdD, CTRS, Heather Bright, PhD, CTRS

**Location:** Rockhill

**Session Description:** Participants will explore the content of the ATRA Standards of Practice, understand their responsibility, and learn how these can and should guide the process of developing policies and procedures for a Recreational Therapy department or program. Participants will learn the basics of policy and procedure writing to aid in the development and/or revision of their current policies and procedures.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Verbalize their responsibility under each of the standards
2. Verbalize at least three fundamentals of policy and procedure writing
3. Verbalize at least three ways the ATRA SOP can be implemented in various RT treatment settings
4. Demonstrate understanding of how to create a policy and procedure manual using the ATRA SOP during small group interactions

**Target Audience:** New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **6:30 – 8:00p Chapter Leaders Meeting**

**Location:** Presidential Suite

**Description:** Chapter leaders will be meeting to discuss chapter and state issues. Information provided prior to the meeting via email for invited attendees.

## SUNDAY, OCTOBER 13, 2024 OPENING DAY OF CONFERENCE

### Sunday Schedule

**Wear your university or recreational therapy gear!**

|                 |  |
|-----------------|--|
| 7a              | Registration Opens<br>Exhibitor Set Up (to be completed by 10a)              |
| 8:30 – 10:00a   | Opening Keynote Address with Florence Williams                               |
| 10 – 11:30a     | Exhibitor Brunch and Florence Williams book signing                          |
| 11:30a – 12:30p | Educational Sessions   |
| 12:30 – 2:00p   | Lunch on Own<br>Exhibitors Open  |
| 2:00 – 3:00p    | Educational Sessions   |
| 3:00 – 3:30p    | Break with Exhibitors  |
| 3:00 – 5:00p    | Poster Presentations Set Up in Grand Ballroom ABCDE                          |
| 3:30 – 5:00p    | Educational Sessions   |
| 5:30 – 6:30p    | Recreational Therapy Foundation Social Event                                 |
| 6:00 – 8:00p    | Scholars and Board Dinner  |
| 7:00 – 9:00p    | Educators Social at Jack Stacks<br>Groups Meet and Greet at Area Restaurants |

### 8:30 – 10a Opening Keynote Address: The Importance of Nature with Author Florence Williams



**Location:** Grand Ballroom ABCDE

**Session Description:** Florence Williams is a journalist, author, speaker, and podcaster. She is a contributing editor at *Outside Magazine* and a freelance writer for the *New York Times*, *New York Times Magazine*, *National Geographic*, *The New York Review of Books* and numerous other publications.

Florence's latest book, *Heartbreak: A Personal and Scientific Journey*, won the 2023 PEN/E.O. Wilson Award for Literary Science Writing and is called "show-stopping" and "courageous" by Publisher's Weekly. Her first book, *BREASTS: A Natural and Unnatural History* (W.W. Norton 2012) received the *Los Angeles Times* Book Prize in science and technology and the 2013 Audie in general nonfiction. It was also named a notable book of 2012 by the *New York Times*. Her 2017 book, *The Nature Fix*, was an Audible bestseller and was named a top summer read by J.P. Morgan. She was the writer and host of two Gracie-Award-winning Audible Original series, *Breasts Unbound* and *The Three-Day Effect*, as well as the writer and voice behind

numerous episodes for *Outside Magazine's* podcast. The *Wall Street Journal* calls her writing “droll and crisp,” which makes her feel like a pastry.

Her public speaking includes keynotes at Google, the Smithsonian, the Seattle Zoo, the Aspen Ideas Festival and many other corporate, academic and nonprofit venues. A fellow at the Center for Humans and Nature and a visiting scholar at George Washington University in Washington, D.C., Florence's work focuses on the environment, health and science.

A former Scripps Fellow at the Center of Environmental Journalism at the University of Colorado, she has received many awards, including a 2023 PEN America book award, two National Magazine Award nominations, six magazine awards from the American Society of Journalists and Authors, and the John Hersey Prize at Yale. Her work has been anthologized in numerous books, including *Outside 25*, the *New Montana Story*, *How the West Was Warmed* and *Best American Science and Nature Writing 2008*. Florence serves on the board of two of her favorite non-profits, the Trust for Public Land and the Ted Scripps Fellowship in Environmental Journalism. She lives in Colorado.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe the benefits of nature to people
2. Articulate current research on contributions of nature to mental health
3. Identify ways for recreational therapists to engage clients in nature

**Target Audience:** All

**Track:** All

**NCTRC Specialty Certification Approval for:** Behavioral Health

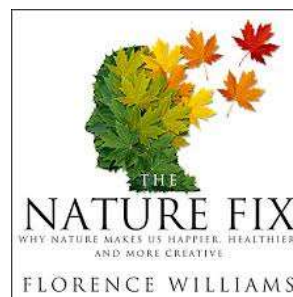
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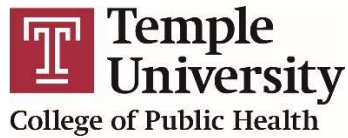
*Department of*  
**PARKS, RECREATION AND  
TOURISM MANAGEMENT**  
*Recreational Therapy*

## **10:00 – 11:30a EXHIBITOR BRUNCH & WILLIAMS BOOK SIGNING**

Copies of “The Nature Fix” can be purchased for \$15 (credit card payments only) so that Florence Williams can sign it for you. Florence will have a table in the Exhibit area and Martha Judge Scholars will be present to assist.



## GOLD LEVEL EXHIBITOR



Health and  
Rehabilitation  
Sciences

## SILVER LEVEL EXHIBITORS



*Idyll Arbor*



## BRONZE LEVEL EXHIBITORS



## 11:30a – 12:30p EDUCATIONAL SESSIONS (1 hour - .1 CEU)

### Trauma-Informed Exercise in TR Settings

**Presenter(s):** Liz Jameson, CTRS, NASM-CPT, NASM-CES, NASM-BCS, Michelle Bateman, PhD, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** Trauma is a universally experienced phenomenon with significant, long-term effects. Many individuals with trauma histories may find body-focused interventions uncomfortable and thus avoid engaging in physical activity, resulting in increased health risks and decreased quality of life. Providing trauma-informed care in the exercise setting is thus essential, both to encourage participation and facilitate optimal therapeutic benefit. Additionally, engaging in regular exercise can be a powerful tool for overcoming trauma stored in the body. This session will provide information about the core concepts of trauma-informed care and how to implement the concepts in a TR exercise setting.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify the 5 trauma-informed care principles
2. Define the 5 trauma-informed care principles
3. Identify at least 3 reasons exercise may be challenging for an individual with trauma history
4. Identify at least 5 benefits of exercise for trauma
5. Identify at least 3 tangible ways you can use trauma-informed care principle(s) in a TR exercise setting

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health

**NCTRC Specialty Certification Approval for:** Behavioral Health

### Program Accreditation in Recreational Therapy: Critical for Educators, Students, and Practitioners

**Presenter(s):** David P. Loy, Ph.D., LRT, CTRS, CARSS, FDRT, Karley Brouwer, CTRS, CDP, CBIS

**Location:** Rockhill

**Session Description:** For many, accreditation is an educator issue. Come learn how educational accreditation is critical for all professionals and recipients of recreational therapy services. This session will provide an overview of empirical, programmatic, and tangible benefits of accreditation for the recreational therapy profession.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify one major difference between institutional and program accreditation
2. Describe the relationship between accreditation and public policy
3. Identify 3 benefits of accreditation to students and employers

4. Identify 2 strategies for working with administration to gain support for program accreditation

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education

## **Laughter Yoga Basics: From Intervention to Certification**

**Presenter(s):** Timothy D Miller, MS, CTRS

**Location:** Grand Ballroom FG

**Session Description:** This session will explore the basics of Laughter Yoga including the benefits of participation, the framework of a typical group intervention for opening to closing and everything in between. Participants will take part in specific laughter exercises. Specific Applications to RT, adaptations and contraindications will be discussed along with the roadmap to becoming a Certified Laughter Yoga Leader.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe at least 3 benefits related to Laughter Yoga participation
2. Explain at least 3 Laughter Yoga exercises
3. Identify the requirements to become a Certified Laughter Yoga Leader

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Older Adults

**NCTRC Specialty Certification Approval for:** Behavioral Health

## **Introducing the Life Spaces Practice Model**

**Presenter(s):** Shay Dawson, PhD, CTRS

**Location:** Roanoke

**Session Description:** Those attending this session will be introduced to the Life Spaces Practice Model. Practice models provide clinicians with a guide to direct recreational therapy practice. The field of therapeutic recreation has a variety of practice models, yet lack the following: 1) a model informed by the International Classification of Functioning, Disability, and Health Model, 2) relevant across cultures, 3) engages disability studies approaches, and 4) addresses current critiques within the field. The Life Spaces Practice Model utilizes the ICF as a foundational theoretical approach to target two areas (activity and participation) of treatment and introduces the concept of Life Spaces. Therapists utilizing this approach will be able to clearly target the personal life space (ICF activity domain) or the community life space (ICF participation domain) of their clients. Additionally, this model provides the CTRS® with a guide to recreational therapy treatment by engaging with disability studies theory and approaches to interaction and philosophy while working with clients. An overview of the Life Spaces Model for recreational therapy is presented along with definitions and practical examples for therapists.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify Personal and Community Life Spaces Concepts
2. Describe how to apply ICF WHO Theory to the Life Spaces Practice Model
3. Articulate cultural competency and person centered approaches related to disability studies through the Life Spaces Practice Model

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **Assessing a Nature and Forest Therapy Intervention Area with an Importance-Performance Approach to Maximize Positive Intervention Outcomes**

**Presenter(s):** Namyun Kil, PhD, CTRS, CNFG

**Location:** Seville 1 & 2

**Session Description:** One-third of the session will introduce therapeutic interventions of nature and forest therapy (NFT) known as forest bathing (i.e., slow mindful and sensory immersion in nature), followed by examples of various NFT interventions implemented in Asian and western countries. The session presenter will discuss a standard sequence of NFT walk (i.e., structured NFT invitations; four nature immersion activities, one invitation at a time). Empirical evidence on the impacts of structured NFT interventions on health and well-being of people with special needs will be explained. The next two-thirds of the session will provide guidelines for selecting a site suitable for positive NFT experiences by discussing the basic concept of an importance-performance approach from a recreational therapy planning perspective, introducing trail assessment checklists (importance of trail characteristics and performance of current trail conditions), and interpreting results of a case study that completed such a trail assessment. The session will assist RTs in identifying trails suitable for NFT experiences and collaborating with local community parks and recreation managers to promote NFT activities in natural areas and maximize NFT experiences and benefits for clients with/without special needs.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Verbally state what a nature and forest therapy (NFT) intervention is
2. Identify three benefits of a structured NFT intervention
3. Explain four steps to implement a structured NFT intervention with a standard sequence as developed in the U.S.
4. Verbally state at least two trail characteristics for RT planning to maximize positive NFT experiences and outcomes
5. Interpret results of a case study with an importance-performance approach

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals

**Track:** Community, Higher Education, Management, Research

**NCTRC Specialty Certification Approval for:** Community Inclusion

**12:30 – 2p            LUNCH ON YOUR OWN**

**2:00 – 3:00            EDUCATIONAL SESSIONS (1 hour - .1 CEU)**

## **Moving Recreational Therapy Practice for Older Adults Forward for the Next 10 Years!**

**Presenter(s):** Betsy Kemeny, PhD, CTRS, Kaitlin Mueller, PhD, LRT, CTRS, Dawn DeVries, DHA, CTRS

**Location:** Grand Ballroom FG

**Session Description:** Recreational therapy practice with older adults is constantly changing due to regulatory, financial, and population changes. What will the next 10 year hold for older adult recreational therapy practice? What should we all be working towards to empower recreational therapists and serve a more diverse aging population?

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe the current trends in recreational therapy practice with older adults
2. List the needs of a diverse aging population in the future
3. Explain action steps to empower geriatric recreational therapists

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Community, Higher Education, Military/Veterans, Older Adults

**NCTRC Specialty Certification Approval for:** Geriatrics

## **State of the Profession: A Data-Driven Perspective**

**Presenter(s):** Brent Wolfe, PhD, LRT, CTRS, FDRT, Anne Richard, MS, LRT, CTRS, FDRT, CAE

**Location:** Roanoke

**Session Description:** “Recreational therapy is a dying profession.” “No one understands or respects what I do as a Recreational Therapist.” “There are no jobs in recreational therapy anymore.” Have you heard people make comments like these in the past few years? It’s time to set the record straight and take a look at what the data say about the state of the profession. This session will present data collected from national and state organizations that will highlight the current state of the profession so attendees are better able to understand and interpret information they see. Additionally, this session will discuss concrete actions that recreational therapists should immediately stop and concrete actions that recreational therapists should immediately begin to continue to grow this amazing profession. What is the state of the profession? Come to this session and experience a data-driven answer to that exact question and learn about action steps you can take.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. List three pieces of data that identify the health of the profession

2. State three actions to stop doing to help promote RT
3. State three actions to begin doing to help promote RT

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, Management, Other

## **Ripple Effects of Study Abroad Experiences for RT students**

**Presenter(s):** Nikki Abbott, MPA, CTRS, Bryan McCormick, PhD, CTRS, DFRT, Shay Dawson, PhD, CTRS, Čedomir Stanojević, PhD, CTRS, Krista Schline, MA

**Location:** Rockhill

**Session Description:** This session presents a comprehensive examination of the intersection between disability studies, international education, and study abroad experiences. Grounded in our ongoing research initiative, which investigates the perceptions of health professions students who participated in faculty-led study abroad programs in Southeast Europe between 2016 and 2022, this session will provide attendees with a rigorous exploration of relevant literature, models of study abroad, and research findings.

Beginning with an overview of the background and rationale behind our study, we will contextualize the importance of understanding the long-term impacts of international study experiences within the realm of health professions education..

Subsequently, the session will delve into various models of study abroad, examining the methodologies and pedagogical approaches employed by institutions such as Temple University, Central Michigan University, and Indiana University. Building upon this foundation, we will present our research findings, focusing on the effects of study abroad experiences on students' academic, professional, and personal growth. Specifically, we will discuss the methodology and outcomes of our Ripple Effects Mapping (REM) approach, which aims to uncover the enduring impacts of international study experiences.

By the end of the session, attendees will have a nuanced understanding of the literature surrounding study abroad in health professions education, diverse models of study abroad programs, and the potential long-term effects of international study experiences. This session is ideal for educators, researchers, and practitioners interested in enhancing their understanding of global education and its implications for health professions training.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify outcomes of study abroad experiences within health professions academic programs
2. Describe short and long term findings from recreational therapy students experiences
3. Identify current study abroad models within the field of recreational therapy.

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers

**Track:** Higher Education, Research, Students

## **ATRA Quality Internships Statement Manual and Training Update**

**Presenter(s):** Joan L Sutton, MS, LRT, CTRS, CDP, FDRT, Rachel E. Smith, EdD, CTRS, Shelby Sharpe, Ph.D., MPA, CTRS/L

**Location:** Seville 1 & 2

**Session Description:** ATRA Quality Internships Statement Manual and Training Update- The ATRA Quality Internship subcommittee has created resources to help you provide a quality internship experience and become a qualified intern supervisor. Learn what these are and how to access them.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Explain and find the quality internship supervisor statement
2. Describe the attributes of a quality internship manual and where it can be found
3. Identify and locate intern supervisor training.

**Target Audience:** New Graduates/New Professionals, Mid-Career Professionals

**Track:** Higher Education, Management, Other

## **From Policy to Practice: Resources for Obtaining Medicaid Reimbursement for Recreational Therapy Services**

**Presenter(s):** Ashley Bowen, MS, MTRS, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** The recent expansion of Medicaid coverage for recreational therapy (RT) services in Utah in mental and behavioral health settings has opened new doors for improving patient outcomes and expanding access to care. This interactive session will discuss basics of the legislative process and the steps taken in Utah to achieve this exciting and unique outcome. Attendees will equip themselves with tools to navigate the intricacies of Medicaid reimbursement for RT services and identify resources available to investigate the options in their own state.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. List at least two parts of the legislative process
2. Identify at least two steps Utah followed to obtain Medicaid reimbursement for RT services
3. Describe at least two resources available for investigating Medicaid reimbursement options for RT services in one's own state

**Target Audience:** New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** All

**3:00 – 3:30 EXHIBITOR BREAK**

**3:30 – 5:00 EDUCATIONAL SESSIONS (1.5 hour - .15 CEU)**

## **Alternative Academic Pathways to Becoming a Recreational Therapist**

**Presenter(s):** Patricia Thomas, MPA, CTRS, Karen Carnicello Wenzel, Ph.D., CTRS, FDRT, Marcia Jean Carter, Re.D., CPRP, CTRS, FALS, FDRT, Suzy Ross, Ph.D., CTRS, RTC

**Location:** Roanoke

**Session Description:** Higher education is undergoing significant transformation influenced by various factors, including fluctuations in student enrollment. These changes are evident in Therapeutic Recreation (TR) degree programs, which have experienced both the emergence of new programs and the closure of existing ones. This session will feature a panel of educators who will discuss alternative ways to access Recreation Therapy (RT) professional preparation. These alternative educational approaches, including certificates, continuing education and minors aim to identify and equip students with the necessary competencies for delivering effective RT services. The panel will share a range of experiences and expertise from programs at different stages: established, transitioning, and pivoting to new approaches. Audience engagement will be integral to this session, as participants will be encouraged to contribute to data collection efforts that will inform future direction that may continue to advance the profession.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify one example of an alternative educational approach to meet the TR coursework requirement for professional competence defined by NCTRC
2. Identify at least one value of an alternative educational program to the TR profession
3. Verbalize at least one factor influencing the variances among alternative educational approaches
4. Identify one best practice to advance the quality of alternative educational approaches for the individuals served by RT services

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, All

## **The Intersection Between Chronic Pain and Mental Health: How TR Can Support**

**Presenter(s):** Jamie Sympson, CTRS-BH

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** 44% of youth with chronic pain have been diagnosed with a psychiatric condition (Vinall et al., 2016). This presentation will define pain and further differentiate acute and chronic pain. The intersection between chronic pain and mental health will be explored by discussing common comorbidities, pain theories, treatment approaches, and principles from Cognitive Behavior Therapy (CBT) and Dialectical Behavior Therapy (DBT). Lastly, participants will learn about Therapeutic Recreation (TR) skills and interventions to incorporate when working with this unique population area.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least 3 comorbid psychiatric conditions for you with chronic pain
2. Describe how to utilize CBT and DBT principles when working with patients with chronic pain

3. Identify at least 3 TR interventions to incorporate into practice when working with patients with chronic pain

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals

**Track:** Behavioral Health, Child and Adolescent, Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Behavioral Health, Pediatrics

## **The Role for Recreational Therapy in Our Epidemic of Loneliness and Isolation**

**Presenter(s):** Bryan McCormick, PhD, CTRS

**Location:** Grand Ballroom FG

**Session Description:** In May 2023, the US Surgeon General issued an Advisory on the growing public health epidemic of social isolation and loneliness as well as the steps to address the problem. Although problems of isolation and loneliness affect the US population generally, people with disabilities experience isolation and loneliness much more frequently than others. Recreational therapy is uniquely positioned to address these problems and focus on building social connections and socially connected environments. This session will identify the scope and nature of the epidemic as well as the steps that recreational therapists can take to support and enhance social connection.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify the health impacts of social isolation and loneliness
2. Identify the scope of the problem among people with disabilities
3. State one intervention approach a recreational therapist could use to enhance social connection

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Child and Adolescent, Community, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine, Research

**NCTRC Specialty Certification Approval for:** Behavioral Health

## **Maintaining a Strong Foundation for the Profession: The Roles of TR Organizations**

**Presenter(s):** Jennifer L Hinton, Ph.D., LRT, CTRS, FDRT, Anne Richard, MS, LRT, CTRS, CAE, Cliff Burnham, CTRS, FDRT, Jared Allsop, PhD, CTRS, Melissa D'Eloia, PhD, CTRS

**Location:** Rockhill

**Session Description:** With so many organizations connected to the therapeutic recreation profession, we as recreational therapy students, practitioners, and educators may need a refresher on “who does what for whom”. Join the leaders in your field as they discuss the roles of our credentialing organizations (certification and licensure), our accrediting bodies (for higher

education programs), and our professional associations (state and national). While we all work together, it's important to understand just exactly how we each enact our roles to collaboratively anchor the profession!

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify the professional role of each credentialing, accreditation, and professional association organization in recreational therapy
2. Articulate the importance of the role of each type of organization for the profession
3. Identify at least one potential way that they can get involved in serving the profession, formally or informally, through the support of these professional organizations

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **CARTE Workshop Part 1 CARTE Self-Study**

**Presenter(s):** Tim Passmore, EdD, CTRS/L, FDRT

**Location:** Union Hill

**Session Description:** This CARTE Session will provide information for academic programs considering CARTE/CAAHEP accreditation. The participant will have foundational knowledge regarding higher education academic accreditation and why an academic program might choose to pursue the accreditation.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify three factual reasons to consider pursuing the CARTE/CAAHEP accreditation
2. Identify three outcomes a higher education program in recreational therapy should expect if awarded CARTE/CAAHEP accreditation
3. Identify the accrediting body that provides CARTE the ability to conduct site visits for CARTE/CAAHEP accreditation

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, Management

## **Using Reader's Theater to Facilitate Engagement Among Individuals with Dementia in a Skilled Nursing Facility: An Evidence-Based Protocol**

**Presenter(s):** Trisha Lenon, MSRT, CTRS

**Location:** Seville 1 & 2

**Session Description:** It's time for theater to meet therapy! In this presentation, we will explore the use of reader's theater as an evidenced-based intervention to promote engagement among individuals with dementia. Reader's theater is a form of improvisational theater that does not require memorization or extensive rehearsals, making it an ideal intervention for individuals with

dementia. We will discuss practical tips for implementing reader's theater in a dementia care setting, including selecting appropriate scripts, adapting the activity to individual needs, and providing a supportive environment. We will also discuss the benefits of reader's theater and its implications in the practice of recreational therapy.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Define the meaning of improvisation, reader's theater, and how it is linked to "being in the moment"
2. Describe the protocol for a reader's theater program/intervention and its potential benefits/outcomes
3. Identify the importance/benefits of strengths-based interventions with individuals with dementia

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Older Adults, Research

**NCTRC Specialty Certification Approval for:** Geriatrics

## **5:30 – 7:00p      Recreational Therapy Foundation Social**

**Location:** Grand Ballroom ABCDE

Join other attendees and the Recreational Therapy Foundation for fun and refreshments. Network and connect with other attendees through social games and support the RTF by participating in a few fundraising games. RTF supports research in the recreational therapy profession.

## **6 – 8p                      Scholars and Board Dinner**

## **7 – 9p                      SOCIAL EVENTS**

**Educators Social – Jack Stacks**, 4747 Wyandotte St., KC 64112

[https://www.jackstackbbq.com/?olonwp=z17TA\\_tz20aL5UmKf8LjMg](https://www.jackstackbbq.com/?olonwp=z17TA_tz20aL5UmKf8LjMg)

The ATRA Academic Action Task Force invites all RT educators to attend an off-site social for an evening of connection, collaboration, and celebration in higher education! This social brings together RT educators to network, share insights, and foster community.

Jack Stacks is located .5 miles from the hotel at the Country Club Plaza mall.

## **Group Meet Ups at Area Barbeque Restaurants**

Head to one of three local barbeque joints and meet up with other conference attendees for connecting and networking.

## MONDAY, OCTOBER 14, 2024

### Monday Schedule

**Today is all about celebrating ATRA's 40<sup>th</sup> birthday! Wear your 80s attire and gear up for an evening of celebration.**

|               |   |
|---------------|---|
| 8:30 – 10:30a | General Session: ATRA in Action                           |
| 10:30 – 11a   | Break with Exhibitors                                     |
| 11a – 12:30p  | Educational Sessions                                      |
| 12:30 – 2p    | Lunch on Your Own<br>Take a Student to Lunch              |
| 2 – 3p        | Educational Sessions                                      |
| 3 – 3:30p     | Break with Exhibitors                                     |
| 3:30 – 5p     | Educational Sessions                                      |
| 7 – 9p        | ATRA's 40 <sup>th</sup> Birthday Bash and Awards Ceremony |

### 8:30 – 10:30a ATRA in Action: 2024 Edition

**Presenter(s):** Brent Wolfe, Ph.D., CTRS, DFRT, Jennifer Hinton, PhD, LRT/CTRS, FDRT, Tameka Battle, EdD, LRT, CTRS, FDRT, CDP

**Location:** Grand Ballroom ABCDE

**Session Description:** This year, ATRA celebrates its 40th birthday! While we will reflect on our history and the amazing growth of our field, we will take a closer look at what has been happening in the recreational therapy profession during the last year and we will start to look forward to the future and what comes next. Join ATRA's Executive Director Brent Wolfe for a conversation about recreational therapy. Learn how you can become involved in the profession at the national and state level, and advocate for your profession within your organization.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Explain 2 trends in the RT profession
2. Describe 2 challenges facing the profession today
3. Identify 3 ways to advocate for yourself and your profession

### 10:30 – 11:00a Break with Exhibitors

### 11:00a – 12:30p Educational Sessions (1.5 hours - .15 CEUs)

#### Finding the Support to Thrive, Part 1: Knowing What to Ask and How to Ask It

**Presenter(s):** Gena Bell Vargas, Ph.D., CTRS, Aurora Verlin, MS, CTRS

**Location:** Seville 1 & 2

**Session Description:** The aim of this presentation is to provide support to enhance ability and skills in initiating a plan to strengthen their practice with evidence-based programming. The

presenters will review how to develop a question that then informs how you design your approach. Participants will also learn how to utilize specific tools and connections, such as ATRA resources, to find collaborators. Information learned in this session can be utilized by practitioners to develop a resource base for programs and could also assist in the process of writing a proposal for a grant. As there will be opportunities to practice the skills, participants will find it helpful if they bring a laptop computer or tablet.

This is the first of two complimentary sessions on supporting evidence-based practice. Attendees do not need to attend both to qualify for the CEUs, but may find it helpful.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Assess their program to determine areas of need
2. Develop a research question using the PICOT framework
3. Perform an initial literature search using an online database

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **Cultivating Excellence: Academic-Community Partnerships Preparing our Future Recreational Therapists**

**Presenter(s):** Kelly Ramella, EdD, CTRS, Suzanne Stratton, CTRS, Beth Dietrich, EdD, CTRS

**Location:** Roanoke

**Session Description:** Learn about the transformative alliance between the Phoenix VA Health Care System and Arizona State University (ASU). This session unveils a pioneering student practicum course for early learners, meticulously crafted to merge academic requirements with hands-on experiences. Explore the intricacies of cultivating this partnership, from navigating affiliation agreements and on-boarding procedures to leveling and scaffolding learning. Together we will review the innovative co-created learning activities, including cooperative assignments, structured observations, and intervention protocols. Review the challenges overcome and insights gained as the Phoenix VA Recreational Therapists and ASU Faculty have continuously enhanced the program with student feedback. Be inspired by the tangible outcomes – from empowering students to enriching VA staff expertise, ultimately enhancing the lives of our nation's Veterans. This session promises to help you discover collaborative possibilities with academic-community partnerships in your own communities.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Outline the strategic process of co-creating a three-credit, (150 hours), recreational therapy practicum for early learners
2. Identify three characteristics of a sustainable and mutually beneficial academic and community partnership
3. Describe three recreational therapy learning activities designed to positively impact students, Veterans and recreational therapists

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Adaptive Sports, Behavioral Health, Community, Higher Education, Management, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine, Research

## **AI-Powered Policy Development for Standards of Practice**

**Presenter(s):** Heather Bright, PhD, CTRS, Susan Purrington, PhD, CTRS, MaryJo Archambault, EdD, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** Get ready to take your recreational therapy skills to the next level with this innovative presentation. We'll start by briefly reviewing the Standards of Practice that guide quality patient care and ensure professionalism in our field. You'll gain insights from ATRA's trusted Self-Assessment Guide, a vital resource. But that's just the warm-up! The main event explores the brave new world of generative AI technology. What is it? How does it work? What are the ethical considerations? You'll learn about the potential benefits and risks of using AI models in recreational therapy settings through real-world examples tailored specifically for our profession.

Then it's time for you to get hands-on experience! Participants will be divided into small groups to put generative AI into practice. First, you'll use it to evaluate an existing policy related to our Standards of Practice. Then, you'll tap into the full power of these AI models by generating a brand-new policy proposal from scratch. We'll facilitate a critique analyzing the accuracy of the AI-generated content and discuss the wider implications - both positive and negative. Throughout these interactive activities, you'll build valuable skills in leveraging AI responsibly while adhering to ethical principles. You'll walk away knowing the strengths, limitations, and ethical factors to consider when using AI for tasks like policy development. This is your chance to explore innovative tech tools that can enhance recreational therapy, all while upholding professional standards. Attendees should bring their digital devices for the full experience.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least 3 key components of the ATRA Standards of Practice for Recreational Therapy Manual
2. Explain at least 3 potential applications of generative AI models in recreational therapy contexts
3. Critique the accuracy, strengths, and potential ethical implications of one AI-generated policy draft related to a specific Standard of Practice

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **The Effectiveness of an Interdisciplinary Approach to Recreational Therapy within Physical Medicine and Rehabilitation**

**Presenter(s):** Juliana Heimann, CTRS, Anna Shaye Thompson, MA, LRT, CTRS, Nikki Kiley, CTRS

**Location:** Rockhill

**Session Description:** This 90 minute presentation will display the benefits of integrating different modalities within a comprehensive treatment team to address personal therapy goals. Presenters will discuss various aspects of an interdisciplinary approach within physical rehabilitation tailored to the diverse populations of acquired brain injuries (ABI) and spinal cord injuries (SCI).

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Verbalize two benefits of utilizing an interdisciplinary approach to treatment planning
2. Identify a recreational therapy goal that can be addressed during a co-treatment session
3. Identify a specific modality used in either ABI or SCI during plan implementation

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals

**Track:** Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Physical Medicine and Rehabilitation

## **What Makes a Legend? A Look Back at What was Learned and Pathways for Moving Forward**

**Presenter(s):** Emily Messina, PhD, CTRS, Melissa D'Eloia, PhD, CTRS

**Location:** Grand Ballroom FG

**Session Description:** Last year, we presented a two-part 'What makes a legend' series exploring the legacy and history of leaders within the TR profession who have risen to legendary status. The information gathered from these two sessions informed the development of a new survey, administered using Delphi methodologies, to identify the traits, characteristics, and achievements that collectively define a legend. During this session, we will present the qualitative findings from last year as well as the methods and results from the recent quantitative survey. The session will conclude with a discussion that helps chart a path for moving forward with the goal to document and preserve the stories and histories of our legendary leaders.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Define what constitutes a "TR legend"
2. Identify at least one significant individual within the history of Therapeutic Recreation
3. Identify at least one tangible means of preserving the legacy of our legends

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

**12:30 – 2:00p Take a Student to Lunch/Lunch On Own**

Students who sign up will be matched up with professionals who will take the students to lunch (or order Door Dash/Uber Eats if you want more time to talk). This is a great opportunity for students and professionals to network and connect. A text will be sent to each student and professional to notify them of their match. Each pair should arrange a place to meet.

## **2:00 – 3:00p Educational Sessions (1 hour - .1 CEU)**

### **Therapeutic Recreation in Acute Care**

**Presenter(s):** Ashley Robinson, MS, CTRS, Karlie Borowicz, MA, CTRS

**Location:** Grand Ballroom FG

**Session Description:** The presenter will discuss how to form an approach that utilizes recreation therapy in an acute care setting. We often address the need to connect patients to recreation therapy within the community, but have you ever wondered what would happen if recreation therapy started from the beginning of their healing journey? Have you ever wondered how recreation therapy could be implemented within an acute care hospital setting? Topics within this presentation will include history of recreation therapy at Mayo Clinic AZ and the transition from inpatient rehabilitation to acute care, populations served, reasons for consultation, EBP interventions utilized, and barriers to treatment. Other factors will also be addressed regarding the current program. At the presentation's end, there will be time for questions about implementation of recreation therapy in acute care.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least 3 populations served within the acute care setting
2. Identify 3 factors that contribute to TR consultation in the acute care setting
3. Identify 3 evidence-based interventions that can be utilized in the acute care setting
4. Identify 3 barriers to TR in the acute care setting

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals

**Track:** Physical Rehabilitation and Medicine, Older Adult, Mental Health, Pediatrics

**NCTRC Specialty Certification Approval for:** Physical Medicine and Rehabilitation

### **National Academy of Recreational Therapists: Mobilizing a Research Mentoring Agenda for the Future of the Profession**

**Presenter(s):** Betsy Kemeny, PhD, CTRS, Marcia Jean Carter, PhD, CPRP, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** The National Academy of Recreational Therapists (NART) is a national academy that pursues activities to support and advance the recreational therapy profession by recognition, education, research, scholarly activity, advocacy and the provision of advice to decision makers. This session will provide participants with an opportunity to learn more about NART and how to be a mentor or/to be mentored in the areas of evidence-based practice, research, and dissemination of research. Practitioners and researchers can and need to collaborate to serve the common good of the profession of recreational therapy.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe steps in a strategy to advance the RT profession through scholarly activity through the collaboration of practitioners and researchers
2. Determine a mentoring work-group matches for research and dissemination of research
3. Identify pathways to protocol-development or research in the field of Recreational Therapy
4. Describe ATRA's research registry and the need for pertinent white papers and systematic reviews in the field

**Target Audience:** New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, Research, All

## **Engaging the Next Generation: Recruiting Students to Major in Recreation Therapy**

**Presenter(s):** Sydney Sklar, PhD, CTRS, Rachel E. Smith, EdD, CTRS

**Location:** Seville 1 & 2

**Session Description:** Higher education programs in recreation therapy/therapeutic recreation (RT/TR) have seen declines in enrollment leading to multiple program closures in the recent past. Simultaneously, hiring managers within the profession have reported significant challenges to recruiting qualified professionals with RT/TR degrees and the CTRS credential. If these trends continue, the profession will continue to face challenges filling open practitioner positions with qualified individuals. This session will share a current strategic statewide initiative to recruit students to RT/TR majors in Illinois. Additionally, participants will explore and generate ideas to support student recruitment both locally and nationally.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Explain the causes of declining recreation therapy student enrollments
2. Discuss the impact of student enrollments on the profession
3. Explore effective strategies for recruiting students to majors in recreation therapy

**Target Audience:** New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, Management

## **NCTRC Overview of Services**

**Presenter(s):** Noelle Molloy, MEd, CTRS, ICE-CCP, Susan Kaufer, CTRS

**Location:** Roanoke

**Session Description:** This session will focus on various aspects of the NCTRC Certification Program including applying for professional eligibility, recertification requirements, and specialization area designations. In addition, the speakers will provide an overview of special projects and NCTRC news from the past year.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe the certification standards for Professional Eligibility
2. Describe the NCTRC standards for Recertification and the Specialization Area Designations
3. Discuss special projects and news from NCTRC

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **CARTE Brief Overview & Site Visitor Training**

**Presenter(s):** Tim Passmore Ed.D., CTRS/L, FDRT

**Location:** Roanoke

**Session Description:** The session will provide a general overview of the purpose of CARTE and the Accreditation Process. The main topic will be Accreditation Site Visitor Training for CARTE/CAAHEP accreditation.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify 2 methods of completing a site visitation
2. Identify 3 primary reasons a University might choose to request a site visitation team
3. Explain the documentation system and how site visitors assist with the academic accreditation process

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education

**3:00 – 3:30p      Break with Exhibitors**

**3:30 – 5:00p      Educational Sessions (1.5 hours - .15 CEUs)**

## **APIED in Action: Exploring Recreation Therapists' Role in Implementation of Adaptive Sports Camp for Youth with Physical Disabilities**

**Presenter(s):** Rita Penniman, MS, CTRS, RRT, Elizabeth Parker, MS, CTRS/RRT

**Location:** Seville 1 & 2

**Session Description:** "APIED in Action: Exploring Recreation Therapists' Role in Implementation of Adaptive Sports Camp for Youth with Physical Disabilities" is an interactive presentation with experiential elements intended to address "camp 101" for recreational therapists in adaptive sports settings, working primarily with youth with physical disabilities. Presenters will review: evidence-based practice, the presence of the APIED process within adaptive sports camps, important planning components, potential challenges that may occur,

possible games, sports, and activities to include, and how to initiate, improve, and/or expand youth camp programs.

Participants will be encouraged to engage in discussion regarding programs and questions they may have about implementing youth camp opportunities. Participants will also get hands-on experience trialing inclusive games and review programming options for facilitation. This presentation is intended for those who may be interested in developing a new adaptive sports camp and those exploring how to expand or improve current camp programs they may have.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Assess planning considerations and understand how to navigate challenges within adaptive sports camp for youth with physical disabilities
2. Implement inclusive games and strategize programming options within youth adaptive sports camps
3. Evaluate and expand potential youth adaptive sport camp opportunities within individual programs

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals

**Track:** Adaptive Sports, Child and Adolescent, Community, Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Adapted Sports and Recreation

## **Reimagining Fieldwork: Strategies for Inclusive and Equitable Experiences**

**Presenter(s):** Susan Purrington, PhD, CTRS, Brent Hawkins, PhD, LRT, CTRS, CARSS-II, FDRT, Gena Bell Vargas, PhD, CTRS, Kirstin Whitely, DHA, CTRS, Erik Luvaas, PhD, CTRS, CFTG

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** This session examines the critical issues surrounding equitable fieldwork experiences in therapeutic recreation/recreational therapy academic programs in the U.S. and Canada. Based on the ATRA Academic Action Task Force Fieldwork Study results, this session connects data on fieldwork hour requirements across various programs to concerns about equity. Equitable access to TR/RT degree programs, internships, and other fieldwork experiences will enhance the viability of programs by reaching broader pools of potential students. Attendees will tackle the challenges of managing fieldwork hour requirements, navigating coursework-specific constraints, and addressing the impact of unpaid internships on student success. Strategies for advocating for fair compensation and accommodating academic obligations during fieldwork will be explored. The session will also emphasize the importance of continuous improvement and program evaluation, providing participants with tools to gather feedback, and develop action plans for promoting equitable fieldwork experiences.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify three points of AATF data on fieldwork hour requirements across various therapeutic recreation/recreational therapy programs

2. Identify one challenge and develop an initial plan to address equitable fieldwork hour requirements for their programs
3. Identify two strategies for advocating for fair compensation for RT student interns

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Higher Education, Management

## **Type 2 Diabetes and Individuals with Disabilities: A Role for Recreational Therapists**

**Presenter(s):** Gretchen Snethen, PhD, CTRS, FDRT, Bryan McCormick, PhD, CTRS, FDRT

**Location:** Grand Ballroom FG

**Session Description:** Type 2 Diabetes (T2D) rates among individuals with disabilities is significantly higher than those without disabilities. Lifestyle factors like diet and physical activity contribute to the onset of T2D and to health outcomes among individuals diagnosed with T2D. Recreational Therapists have a responsibility to understand risk factors associated with developing diabetes and to explore strategies to support health outcomes among this population. This session will review the prevalence of T2D among individuals with disabilities and describe the prevalence of lifestyle risk factors. Using the APIE process, we will present strategies in which recreational therapists can support individuals at risk for or with T2D to improve health outcomes.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe 3 lifestyle factors that contribute to T2D outcomes
2. Identify 3 barriers individuals with disabilities may experience that impact healthy lifestyles
3. Describe how recreational therapists can use the APIE process to improve diabetes outcomes

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Community, Older Adults

## **Founding Members and Past Board Reunions – NO CEUS**

**7:00 – 9:00p      ATRA's 40<sup>th</sup> BIRTHDAY BASH and AWARDS**

**Location:** Grand Ballroom ABCDE

ATRA turns 40! Join us for an evening of fun and celebration as we celebrate our professional association. The 40<sup>th</sup> Committee and the Social Committee have planned a night of fun and food. As part of the celebration, we will also be recognizing the annual Award recipients throughout the event.

## TUESDAY, OCTOBER 15, 2024

### Tuesday Schedule

|               |                       |
|---------------|-----------------------|
| 8:30 – 10:30a | Educational Sessions  |
| 10:30 – 11a   | Break with Exhibitors |
| 11a – 12:30p  | Educational Sessions  |
| 12:30 – 2p    | Lunch on Own          |
| 2 – 3p        | Educational Sessions  |
| 3 – 3:30p     | Break                 |
| 3:30 – 5p     | Educational Sessions  |
| 5p            | Conference Concludes  |

### 8:30 – 10:30a Educational Sessions (2 hours - .2 CEUs)

#### A Disabled Therapist's Approach to Disability

**Presenter(s):** Kim Shepard, MPH, CTRS

**Location:** Roanoke

**Session Description:** This session will look at current hot topics in neuropsychology, mental health, and disability studies and how they relate to Recreational Therapy, in particular neurodiversity, special interests, radical acceptance, empowerment, and identity. I will reflect on best methods to support disabled clients' mental health and empowerment in a society and community that is not always knowledgeable and accepting of their diagnoses and identities. I will focus on therapeutic techniques and approaches that can be used with a variety of clients of different communication types, cognitive levels, and social groups. I will identify issues in the field and encourage therapists on ways they can do better.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify the definition of at least 5 disability studies terms and reflect on the value their meaning can bring to Recreational Therapy treatment
2. Identify 3 unique ways they can connect with their disabled and/or neurodivergent clients through Recreational Therapy
3. Write two goals that could be considered disability empowering

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Child and Adolescent, Community, Other

**NCTRC Specialty Certification Approval for:** Behavioral Health

#### Professional Boundaries in Therapeutic Recreation

**Presenter(s):** Lisa Shelton, MS, CTRS

**Location:** Grand Ballroom FG

**Session Description:** Professional boundaries are an important component in the work we do as recreational therapists. Therapeutic Recreation has potential to be viewed as less formal to the client and administration when compared to other therapy disciplines due to the nature of our interventions. RTs often are seen as the fun ones, which increases the importance of setting and maintaining appropriate professional boundaries while developing a positive therapeutic alliance with the client. In this session, we will review the definition of professional boundaries, internal and external contributing factors, the zone of helpfulness, boundary red flags, and the role of individual and group supervision in maintaining professional boundaries. The goal of this session is to bring this topic to the table and provide thought provoking conversations.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify 3 professional boundary red flags and ways to intervene if noticed
2. Identify 3 ATRA Code of Ethics that apply to the importance of professional boundaries and the zone of helpfulness
3. Identify 8 contributing factors to professional boundaries

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Adaptive Sports, Behavioral Health, Child and Adolescent, Community, Higher Education, Management, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine, Research, Schools

## **Unleashing the Potential: Recreational Therapy Business Owners Share Their Stories**

**Presenter(s):** Thea Kavanaugh, MPH, CTRS, FDRT, Steve Wheeler, LPC, CTRS, SCL, Lilli Higgins, CTRS/L, CTRS/L, Francis Molina, MS, CTRS, Ashley Bowen, MS, MTRS, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** This panel presentation aims to bring together a diverse group of entrepreneurs who will share their invaluable experiences, both triumphs and tribulations, in the dynamic world of business ownership. Through candid discussions, the panelists will delve into their journeys, highlighting key successes, challenges, and the lessons learned along the way. Attendees will gain practical insights, actionable advice, and inspiration to navigate their own entrepreneurial ventures effectively.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Explain at least 2 challenges involved in starting and running a recreational therapy business
2. Identify at least two opportunities for growth and success in recreational therapy entrepreneurship
3. Describe the importance of resilience, adaptability, and continuous learning in the entrepreneurial journey with specific examples

**Target Audience:** Students, New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Community, Management, Other

## **Crafting Comprehensive Internship Manuals: Bridging Theory with Practice**

**Presenter(s):** Shelby Sharpe, PhD, CTRS, Brittany Mays, PhD, CTRS

**Location:** Seville 1 & 2

**Session Description:** This session will delve into the intricate process for developing robust internship manuals, blending insights from research with practical applications. Whether you're a seasoned professional or new to the field, join us to explore the essential components of crafting effective manuals that serves as an invaluable resources for interns and organizations alike. Participants will gain actionable strategies for designing manuals tailored to meet the unique needs of their internship program while also ensuring alignment with national certification standards. This session will empower you to create a manual that fosters meaningful learning experiences and set the stage for success. Join us as we navigate the intricacies of internship manual development, equipping you with knowledge and tools to enhance the internship journey for both interns and agencies.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least 3 ways their agency addresses NCTRC job task analysis areas by the end of the session
2. Identify at least 3 essential content areas for their internship manual by the end of the session
3. Develop at least a 1 page outline for their internship manual by the end of the session

**Target Audience:** New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Management, All

## **Research Institute 1**

**Location:** Rockhill

**Description:** Research Institute 1 contains the following research oral presentations and researchers.

### ***Is Education Enough? Seated Yoga and Falls Prevention for Older Adults***

**Researchers:** Betsy Kemeny, PhD, CTRS, Leanne Digman, Student, Riley Page, Student, Madison Setto, BS, Heather Bright, PhD, CTRS

**Description:** Each year falls impact 1 in 4 older adults and 1 in 5 falls result in traumatic injury (CDC, 2020). There is minimal evidence for seated yoga and falls prevention education as effective interventions for preventing falls. This research focused on the question, Is a combination of education and seated yoga more effective in falls prevention than education alone? The findings of this study indicate that a combination of the two improved both mobility and lower limb strength of older adults, enhancing the chance for falls prevention.

**NCTRC Specialty Certification Approval for: Geriatrics**

***Promoting Well-Being for Assisted Living Residents and Staff Through Adaptive Biking***

**Researchers:** Rhonda Nelson, Ph.D., MTRS, CTRS, FDRT, Riley Page, Student

**Description:** Adaptive biking can be an effective recreational therapy (RT) intervention to address depression and positively impact happiness, engagement, and quality of life in older adults residing in long term care facility. The use of adaptive bikes where residents ride with staff also holds potential to benefit staff. As long-term care facilities look for ways to maximize well-being of both residents and staff, an RT program that can simultaneously benefit both would hold tremendous value. Thus, the purpose of this research was to determine the impact of an adaptive biking program on the well-being of assisted living residents and staff. The 8-week intervention was developed using the Flourishing through Leisure Model as a framework, and participants were assessed using the PERMA Profiler (residents) or Workplace PERMA Profiler (staff) pre- and post-program. Additional data were collected following individual sessions to gain greater understanding of the impact of adaptive biking on participant well-being.

**NCTRC Specialty Certification Approval for: Geriatrics, Adapted Sports and Recreation**

***Exploring the Lived Experiences of Youth with Physical Disabilities Participation in Modified Mindfulness Based Intervention (Learning 2 BREATHE) for the Benefit of Social Participation and Self-Regulation***

**Researchers:** Christina J Coleman, MEd, MS, CTRS, Melissa L Zahl, PhD, MTRS, CTRS, FDRT

**Description:** This session delves into a study exploring the lived experiences of youth with physical disabilities (YwPD) who participated in a modified version of the Learning 2 BREATHE (M-L2B) mindfulness-based intervention. Traditional mindfulness-based interventions often pose challenges for individuals with physical disabilities, such as difficulties with body scans, lying down for extended periods, and mindful walking. This study addresses these challenges by adapting the L2B program to meet the unique needs of YwPD. The modified program focuses on enhancing attention and emotion regulation, cultivating positive emotions, teaching stress management techniques, and encouraging daily mindfulness practice.

Using the Self-Determination Theory (SDT) framework, which emphasizes the importance of fulfilling basic psychological needs for competence, relatedness, and autonomy, this multi-method feasibility study recruited 68 participants aged 10-17 through various national organizations. The program was delivered via HIPAA-compliant Zoom sessions, supplemented with workbooks and audio recordings. The study gathered data on the participants' social participation and self-regulation through interviews and focus groups, which were analyzed using thematic analysis.

The findings highlight the importance of recognizing human agency and attending to the psychological needs of YwPD. The study's themes include "Catalyst of

Agency," "Perceptions of Autonomy and Control," and "Enhancing Well-Being," with sub-themes exploring autonomy in decision-making and the role of support systems. These insights have significant implications for recreational therapy practices, suggesting that modified mindfulness-based interventions can effectively promote self-regulation and social participation among YwPD.

**NCTRC Specialty Certification Approval for:** Pediatrics

### ***Undergraduate Students Perception of Virtual Reality in a University Well-Being Program***

**Researchers:** Chad Romoser, MS, TRS, CTRS, Rhonda Nelson, Ph.D., MTRS, CTRS, FDRT

**Description:** Virtual reality (VR) is growing as a recreational tool, and as a means for healthcare services. Much of the established research regarding the impact of VR on university students' mental health and well-being has examined the efficacy or effectiveness of applications or hardware in a controlled setting. This research is valuable but lacks insights to students' interests and preferences of how a university VR well-being program should be implemented. The purpose of this study was to examine students' interests and preferences regarding virtual reality programming within a university VR well-being program. This study surveyed students on their VR use, as well as how they would prefer a university VR well-being program to be formatted. Findings summarizing students' demographics, VR use, and interests and preferences surrounding a university VR well-being program will be summarized in this presentation.

**NCTRC Specialty Certification Approval for:** Behavioral Health

## **11:00a – 12:30p Educational Sessions (1.5 hours - .15 CEUs)**

### **Bridging Recreational Therapy and Non-Profit Leadership: Cross-Informed Workshop for Constituent Voice in Strategic Planning**

**Presenter(s):** Raine McAngus, Undergraduate Student, Christina J Coleman, MEd, MS, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** This session explores the integration of recreational therapy and non-profit leadership facilitation techniques to amplify constituents' voices in nationwide strategic planning processes. Presenters will share insights from cross-informed workshops designed to engage participants in meaningful dialogue and decision-making. Attendees will learn practical strategies for leveraging recreational therapy and non-profit facilitation practices to foster inclusive and participatory strategic planning initiatives.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe the intersection of recreational therapy and non-profit leadership facilitation techniques in amplifying constituent voices
2. Identify the benefits of incorporating participatory approaches in nationwide strategic planning initiatives
3. Explain workshop procedures to experience first-hand facilitation concepts that are driven to activate not only constituent voices but also inform strategic planning for Design For America (DFA), the YMCA of USA (Y-USA), and The Valley of the Sun YMCA Metro

**Target Audience:** Educators/Researchers, Mid-Career Professionals

**Track:** Community, Higher Education, Research

**NCTRC Specialty Certification Approval for:** Community Inclusion

## **aPiE: AI-Assisted Recreational Therapy**

**Presenter(s):** Susan Purrington, PhD, CTRS, Alexis McKenney, EdD, CTRS, FDRT

**Location:** Grand Ballroom FG

**Session Description:** In the ever-evolving landscape of therapeutic recreation, the integration of cutting-edge technologies into Recreational Therapy presents an exciting opportunity to enhance client care and unlock new possibilities for personalized and effective interventions. This 90-minute session invites you to explore the transformative potential of Generative AI in supporting the APIED (Assessment, Planning, Implementation, Evaluation, and Documentation) process – the cornerstone of Recreational Therapy.

Through a captivating blend of lectures and interactive discussions, we will explore each area of the RT Process and how free Generative AI resources can aid in the development of materials, images, videos, and other visuals to support a practitioner. Discover how these technologies can streamline assessments, personalize treatment plans, be used as interventions, facilitate evaluation processes, and optimize documentation. This session aims to empower Recreational Therapists with the knowledge and tools to harness the power of this technology while preserving the compassionate and holistic approach that defines our calling.

This session is designed for those who currently use, or are curious about using, Generative AI tools. Digital devices are strongly encouraged for full participation with account access to at least one Generative AI software (e.g., Claude, Co-Pilot, ChatGPT, RTBuddy by Poe.com).

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify at least three enhancements and distractors of Generative AI use in RT practice
2. Create a list of Generative AI tools across each area of the RT process
3. Utilize one Generative AI tool for enhancing the RT process

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **Finding the Support to Thrive, Part 2: Resources for Finding & Writing Grants**

**Presenter(s):** Aurora Verlin, MS, CTRS, Gena Bell Vargas, PhD, CTRS

**Location:** Seville 1 & 2

**Session Description:** The aim of this presentation is to provide information to enhance ability and skills in grant search and development. The presenters will review primary funding sources and provide tips in locating the right funding to support your research and other grant funding

needs in promoting evidence-based practice. Discussion will be held regarding various types of grants. During the session, various grant applications that are applicable to RT practitioners, students and educators will be reviewed. Participants may find it easier to engage in activities if they bring a laptop computer or tablet.

This is the second of two complimentary sessions on supporting evidence-based practice. Attendees do not need to attend both, but may find it helpful.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. List 3 potential funding sources for RT evidence-based practice
2. Identify 5 key components of the grant writing process
3. Describe the typical components of grants

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Research

## **Stories of Possibilities: Sharing Stories of Lived Experience**

**Presenter(s):** Gretchen Snethen, PhD, CTRS, Ann Dolloff, MEd, CTRS

**Location:** Roanoke

**Session Description:** Storytelling is inherently human. We connect through stories, we learn through stories, and we grow through stories. Connecting individuals with and without disabilities to share stories on a similar topic provides opportunity to find commonalities in shared human experience. Storytelling has the capacity to bring people to the same level. Providers, family members, and individuals with disabilities can all share their experiences- not about disability- but about vacations, sports, family dinners, and other common topics. In this session, we will share how we used storytelling as a learning activity. We will also provide guidance on how you can facilitate storytelling in your own setting.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe 2 outcomes of using storytelling as an intervention
2. Identify the key components of creating a story
3. Develop a plan to implement storytelling in a treatment setting or in an education setting

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **Research Institute 2**

**Location:** Rockhill

**Description:** Research Institute 2 contains the following research oral presentations and researchers.

***Scuba Diving as a Transformative Experience among People Living with Physical Impairments: A Mixed Methods Study***

**Researchers:** Tania Santiago Perez, PhD, CTRS, Brandi M. Crowe, PhD, LRT/CTRS, Jasmine Townsend, PhD, CTRS, Patrick J. Rosopa, PhD, Michael R. Kaufman, MSDT, JD, ASI

**Description:** Recreation and leisure activities may have a transcendent role in the lives of people of people living with physical impairments, aiding in their achievement of self-restoration and personal transformation. This research presentation disseminates the findings of a mixed methods study that had three aims:

- 1) To identify and explain the type of experience scuba diving is among people living with physical impairments based on the experience-type framework.
- 2) To assess and describe the personality of scuba divers with physical impairments at the level of the Big Five personality domains.
- 3) To identify if personality, years diving, and diving level predict experience-type.

The implications of this study for the implementation of scuba diving in recreational therapy services will be discussed.

**NCTRC Specialty Certification Approval for:** Adapted Sports and Recreation

***Introducing Adaptive Sports in Pediatric Rehabilitation: Impact on Affect and HRQoL***

**Researchers:** Erica E Emery, MS, TRS, CTRS

**Description:** This session describe the methods, results, and recreational therapy practice implications of an Introduction to Adaptive Sports Skill program conducted at a children's hospital, within the inpatient pediatric rehabilitation unit.

**NCTRC Specialty Certification Approval for:** Pediatrics, Adapted Sports and Recreation

***EPICC! Engaging Parents; Increasing Connections with Children: A Novel Recreational Therapy Intervention***

**Researchers:** Gretchen Snethen, PhD, CTRS, Bryan McCormick, PhD, CTRS, Hannah Wells, MS, CTRS, Gillian MacDonald, BS

**Description:** Individuals with mental illnesses are just as likely to be parents as those without; yet, parents with mental illnesses are more likely to experience discrimination and disruptions in parenting. Family leisure has the potential to improve family relationships. Based on the Core and Balance Model of Family Leisure, EPICC is a novel recreational therapy intervention designed to train parents to increase participation in family leisure activities to improve family communication, parental efficacy, and family cohesion. We are currently facilitating a randomized, waitlist controlled trial to test the effectiveness of the parenting intervention. This session provides an overview of preliminary findings.

**NCTRC Specialty Certification Approval for:** Pediatrics

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe the impact of scuba diving for people with physical impairment
2. Identify research results on the impact of adaptive sports for pediatric rehab patients
3. Explain current research related to children and parents

**12:30 – 2:00p    Lunch on Your Own**

**2:00 – 3:00p    Educational Sessions (1 hour - .1 CEU)**

## **The Evolution of Inclusive Terminology: How to be an Advocate for Destigmatizing Language**

**Presenter(s):** Ashley Helmi, TRS, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** To complete an undergraduate degree in Recreation Therapy, all students must complete the supportive coursework required by the National Council for Therapeutic Recreation Certification (NCTRC). One of those courses is called Abnormal Psychology. Recently, there has been talk about this course's title and the stigmas associated with the word "abnormal." It is within the scope of practice for Recreation Therapists to advocate for destigmatizing language. This also sparked the conversation on how terminology is ever-changing and how Recreation Therapists can continue to be inclusive with their language. This presentation will focus on educating on terminology, a call to action for positive change of course titles, and ways to advocate for inclusive language in all practice areas of RT.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Give three examples of how terminology has changed over the years in order to destigmatize different populations
2. Identify two ways to advocate for inclusive language in all Recreation Therapy settings and coursework titles
3. Provide two examples of appropriate terminology when working with clients of varying disabilities or diagnoses

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Child and Adolescent, Community, Higher Education, Military/Veterans, Older Adults, Research

**NCTRC Specialty Certification Approval for:** Behavioral Health

## **Applying Positive Psychology & PERMA to TR: Serving People with IDD-MH**

**Presenter(s):** Blayr Thompson, CTRS

**Location:** Seville 1 & 2

**Session Description:** In this presentation we will talk about how to apply Positive Psychology and the PERMA model to your Therapeutic Recreation practice. The population focus is people with Intellectual/Developmental Disabilities and Mental Health conditions, though concepts can be used in any setting. Come learn how to help people flourish using strengths, hope, optimism, and finding what makes life worth living!

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Define Positive Psychology
2. Identify the 5 concepts in the acronym PERMA
3. Identify at least 3 ways to incorporate Positive Psychology & PERMA in your therapeutic practice

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health

**NCTRC Specialty Certification Approval for:** Behavioral Health, Developmental Disabilities

## **Empowering Well-being: University Students through Leisure Education**

**Presenter(s):** Christina J Coleman, MEd, MS, CTRS

**Location:** Roanoke

**Session Description:** This presentation introduces the concept of life crafting within the framework of the "Empowering Well-Being" course, acknowledging the significant mental health concerns experienced by ASU college students akin to those at other universities. As an institution serving a diverse global community, understanding the complexities of college student mental health requires exploration of global and cultural implications. Life crafting involves intentionally designing and shaping life experiences, integrating leisure, education, and personal growth. Participants will delve into historically grounded leisure education philosophies, examining their relevance in supporting university student well-being. Through evidence-based discussions, scientific literature, and experiential learning, attendees will explore the interconnectedness of personal, societal, and global perspectives on well-being. Adopting an action-oriented approach, participants will actively acquire resources to contribute to personal and community well-being, utilizing life-crafting principles.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Collaborate effectively with peers to address mental health complexities, incorporating life-crafting principles into wellness initiatives
2. Explore global perspectives on mental health and well-being, applying life-crafting approaches to understand and support students from various backgrounds
3. Critically reflect on personal biases, advocate for change in societal factors affecting well-being, and integrate evidence-based strategies, including life crafting, to promote resilience and support in diverse communities

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Community, Higher Education, Research

## **Research Institute 3**

**Location:** Rockhill

**Description:** Research Institute 3 contains the following research oral presentations and researchers.

***Recreational Therapy, Exercise Physiology, and Athletic Training: Scopes of Practice and Safety Recommendations for Adaptive Sports through Interprofessional Practice***

**Researchers:** Kaitlin Mueller, Ph.D., LRT, CTRS, Allie Thomas, PhD, CTRS, John W. Farrell, PhD, CSCS, CPSS, Shelby Sharpe, PhD, MPA, CTRS/L, Carla Heffner, EdD, ATC, LAT

**Description:** Adaptive sports are implemented by multiple disciplines including recreational therapists, exercise physiologists, and athletic trainers. Yet, understanding differences in discipline-specific work with adaptive sport athletes is warranted. Therefore, the purpose of this manuscript was to identify scopes of practice and safety recommendations for recreational therapists, exercise physiologists, and athletic trainers regarding adaptive sports. Using a qualitative case study method, focus groups were conducted for 10 participants in the three disciplines. Two themes of scope of practice (with four subthemes) and safety recommendations (with four subthemes) emerged from the data. Discussions for interprofessional practice among these disciplines working in adaptive sports are provided, and recreational therapy practice implications are further detailed. Future research recommendations in the area of adaptive sports are also shared to advance interprofessional practice, scope of practice, and safety recommendations within the specialty area of adaptive sports.

**NCTRC Specialty Certification Approval for:** Adapted Sports and Recreation

***Obstacles to Community Integration: Implications for RT Practice***

**Researchers:** Shinichi Nagata, Ph.D., CTRS, Bryan McCormick Ph.D., CTRS, FDRT, Hannah Wells, MS, CTRS, Gretchen Snethen, PhD, CTRS, Sabrina Giaimo, BA

**Description:** The largest client population served by recreational therapists is the mental health population. We will present our current study investigating the role of recreational therapists in mental health. The focus of our study was on community integration, which is a priority area among mental health services, where recreational therapists have advanced expertise. We will share the findings regarding the obstacles mental health professionals identify in supporting independent community integration.

**NCTRC Specialty Certification Approval for:** Behavioral Health

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Describe research methodologies used in recreational therapy
2. Explain research related to scope of practice
3. Identify barriers to community integration from current researchers

**3:00 – 3:30p      Break**

**3:30 – 5:00p      Educational Session (1 – 1.5 hours - .1 - .15 CEUs)**

## **Improving Parental Efficacy through Intentional Family Leisure**

**Presenter(s):** Hannah Wells, MS, CTRS, Gretchen Snethen, PhD, CTRS, FDRT, Bryan McCormick, PhD, CTRS, FALS, FDRT

**Location:** Roanoke

Yet, this population experiences greater discrimination, less support, and lower parental efficacy than other parents. Family-based leisure provides an opportunity enhance relationships between parents and children. This session provides an overview of how engaging in intentional family leisure can benefit parental efficacy and family relationships. We will discuss challenges experienced by parents with mental illnesses (and other disabilities), review the Core and Balance model of family leisure, and review EPICC- an ongoing intervention study designed to increase parental efficacy through engagement in meaningful family leisure. This session will emphasize the role recreational therapists can play in supporting parental efficacy and skill development among adults with serious mental illnesses.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Identify 3 potential outcomes of family leisure
2. Describe 3 unique challenges parents with mental illnesses face
3. Describe the role recreational therapists can play in supporting parental efficacy

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Community, Research, Other

**NCTRC Specialty Certification Approval for:** Behavioral Health

## **How to Increase Viewpoint Diversity in Your Workplace--The Tension Between DEI and Freedom (.1 CEU)**

**Presenter(s):** Don Magnuson, CTRS

**Location:** Rockhill

**Session Description:** Historically, diversity has been defined as racial, sexual, and socioeconomic. This session will highlight why this is only part of the definition of diversity because it is also political, religious, and intellectual, otherwise known as viewpoint diversity. We will examine several decades of diversity efforts and some of the pros and cons of those efforts. We will then examine the origins of diversity, equity, and inclusion while deconstructing some of the logic behind DEI initiatives. A discussion of how DEI can actually be harmful to patient care will be laid out. Lastly, time will be devoted to an improved version of diversity that utilizes critical thinking skills, encourages dialogue and debate, and results in more, not less, viewpoint diversity in our profession.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Define 3 components of diversity that are typically left out of diversity initiatives
2. Describe 3 ways in which traditional diversity efforts can result in less diversity and/or be harmful to patient care

3. Identify 3 strategies that can increase viewpoint diversity in their workplace and in the profession

**Target Audience:** Students, New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** All

## **Pain or Shine! Application of Pain Neuroscience Education in Recreation Therapy**

**Presenter(s):** Liz Creasman, MS, CTRS, C-IAYT

**Location:** Seville 1 & 2

**Session Description:** As pain can become a barrier to enjoyment of leisure and recreation, Recreation Therapists play a key role in ensuring participants are applying acquired knowledge about nervous system regulation to promote a satisfying recreation lifestyle that accounts for and reduces the pain experience. Pain Neuroscience Education is an evidenced based model for a multimodal approach to pain management through nervous system regulation. Within the context of Recreation Therapy, we will explore Polyvagal Theory, the Fear Avoidance Cycle of musculoskeletal pain, and considerations for neuropathic pain in recreation.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Explain the parasympathetic and sympathetic nervous system through experiential learning
2. Describe at least 2 concepts of pain neuroscience education
3. Describe the role of recreation therapy in Polyvagal Theory and the Fear Avoidance Cycle
4. Identify at least three evidenced based recreation activities to reducing pain

**Target Audience:** New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Adaptive Sports, Behavioral Health, Child and Adolescent, Community, Military/Veterans, Older Adults, Physical Rehabilitation and Medicine

**NCTRC Specialty Certification Approval for:** Physical Medicine and Rehabilitation

## **Social Media to Connect, Collaborate and Advocate**

**Presenter(s):** Brandon Snead, MS, CTRS, Aurora Verlin, MS, CTRS, Lindsey Oakes, LRT, CTRS, Ph.D.

**Location:** Grand Ballroom FG

**Session Description:** Most agencies and academic programs have social media accounts. It is common for people to assume responsibility for these accounts without any background or training on best practices. This presentation will focus on using social media as an opportunity to advocate for RT, celebrate our students & clients, and advertise events. This session will include steps to start a constructive social media presence, best practices and discussion of ethical concerns, review of resources, and hands-on activities to consider the purpose of social

media and strategies to reach goals. Participants would benefit from bringing a laptop or tablet to the session to engage in hands-on exploration of resources.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Name least 5 critical steps in developing a social media plan
2. List at least 3 best practices for social media
3. Plan at least one week of posts to add to social media

**Target Audience:** New Graduates/New Professionals, Educators/Researchers, Mid-Career Professionals, Seasoned Professionals

**Track:** Other

## **RT Therapeutic Consultation: An Indirect Service Delivery Framework Under the Medicaid Waiver in Virginia**

**Presenter(s):** Kirstin L Whitely, DHA, CTRS, Faith Moss, CTRS

**Location:** Brookside (1<sup>st</sup> Floor)

**Session Description:** Within the last five years, the "therapeutic consultation" branch under the Medicaid Waiver Program in the state of Virginia opened an avenue for RT/TR service provision. It has gained traction as a viable route of service delivery for individuals with intellectual and developmental disabilities as well as those with Traumatic Brain Injury living in the community. In response to this rapidly growing area of RT/TR practice, this session will present a theoretical framework for service delivery. The framework is constructed based upon a combination of Virginia Medicaid Waiver Program guidelines, a review of the literature, and practical experience in private consultation. The step-by-step process of establishing a private consulting business and billing for RT/TR services in Virginia will be presented.

**Learning Outcomes:** Upon completion of the session, attendees will be able to:

1. Understand how the recreational therapy APIED process is implemented within the Virginia Medicaid Waiver Program
2. Identify at least 2 RT/TR activities that are billable within the Virginia Medicaid Waiver Program
3. Describe at least 2 challenges for RT/TR practice within the Virginia Medicaid Waiver Program

**Target Audience:** New Graduates/New Professionals, Mid-Career Professionals, Seasoned Professionals

**Track:** Behavioral Health, Community

## Research Institute Poster Presentations

Poster presentations will be on display in the Grand Ballroom ABCDE. Posters may be put up on Sunday, October 13 beginning at 3p, and will be displayed until Tuesday, October 15 noon. Poster presenters will be at their posters during breaks to talk with conference attendees. Poster judging will be completed on Monday, October 14 beginning at 3p with poster winners acknowledged during the Birthday Bash.

### **Dance Boxing for University Student Mental Health Well-Being: A Student-Designed Recreational Therapy Intervention**

Mia Bickerstaff (undergraduate student), Christina J Coleman, PhD, CTRS

Dance Boxing is an innovative recreational therapy intervention designed to improve college students' mental health and well-being. Attendees will explore the historical foundations, practical applications, and potential benefits of integrating dance and boxing elements into university leisure education opportunities to address mental health concerns among college students. Through didactic and interactive discussions and experiential learning, participants will gain insights into how Dance Boxing can be adapted to address various mental health challenges commonly faced by college students.

### **A Community-Based Adaptive Waterski Program: Informing Program Development through a Systematic Review and the Stakeholder Voice**

Cari E. Autry, PhD, LRT, CTRS, Tristana T. Harris, MS

The presentation will discuss various stages of the first author's experiences as an accelerated BS/MS degree student in recreational therapy (RT) regarding the development of an adaptive waterski program as part of her internship at a non-profit community-based agency and her master's degree capstone project. An evidence-based practice approach was taken in such development, first, by conducting a rapid systematic review and developing a knowledge translation model to help inform the program. Feedback from RT staff, adaptive waterski experts in the field, and consumers with disabilities and families was also gathered to help inform the program development. The RT staff identified three areas: 1) Purpose for Program; 2) Program Goals/Vision; and 3) The agency's Limitations/Barriers to Facilitating an Adaptive Waterski Program. The adaptive waterski program experts discussed three major topics: 1) Regulations and Policies; 2) Assessing the Process and Success of a Program; and 3) Safety Measures/Protocols Essential to a Program. Consumers of the agency reported on four areas: 1) Interest in Participating in an Adaptive Waterski Clinic; 2) Factors that Hinder their Participation in Adaptive Waterskiing; 3) Preferred Locations; and 4) Recommendations for Future Programs. Lastly, an extensive 132-page program was developed and ready for implementation for the RT staff at the agency, which included the following sections: 1) Recreational Therapist Tips and Training; 2) Equipment; 3) Boat Terms; 4) Fitting and Adjusting the Ski; 5) Sit Ski Protocol; 6) Adaptive Tubing; 7) Safety and Risk Management; 8) Volunteer Information; and 9) Program and Consumer Evaluation.

### **Self-Determination Theory: Implications for Recreational Therapy Practice**

Erica E Emery, MS, TRS, CTRS, Sasha Nicole Gordon, MS, MTRS, CTRS, Melissa L Zahl, PhD, MTRS, CTRS, FDRT

Recreational Therapist can implement the SDT in all parts of the recreational therapy, APIE/D (assessment, planning, implementation, evaluation, and documentation), process.

### **Branching Out: Incorporating Forest Bathing as an Intervention in Recreational Therapy for Individuals with a TBI**

Gina Hess, MSRT, CTRS

The purpose of this presentation is to contribute to the evidence base of recreational therapy practice and share a developed protocol on the unique intervention of forest bathing specifically for individuals with a TBI in a community setting. This research will explore how forest bathing can positively impact participants by reducing symptoms of depression and stress and increase quality of life. The protocol outlines how to implement a forest bathing program for this population of interest but also how it can be adapted.

### **Community Therapeutic Recreation Physical Activity Program for Pre-School Aged Children Diagnosed with Autism Spectrum Disorder: A Multidisciplinary Pilot Study**

Laura Covert Miller, PhD, CTRS, Zoey Harvey, Graduate Assistant, Loryn Moser, Undergraduate Assistant

This poster presentation will review the multidisciplinary pilot study completed with pre-school aged children in a community setting. Therapeutic recreation, psychology and counseling, and exercise science students collaborated to implement assessments and physical activity interventions for five weeks, four days a week. Findings will be highlighted, along with assessments used, successful intervention activities, multidisciplinary teamwork, and implications for recreation therapy practice.

### **Evaluate the Overall Effectiveness of Recreation Therapy Internship Experience Using Work Experience Questionnaire (WEQ)**

Erick Kong, EdD, CTRS, RTC, Mika Pauline Garrote (Student)

Recreation Therapy uses recreation activities as a form of treatment to help people with disabilities by using a systematic process that involves social, physical, emotional, cognitive, and spiritual domains (ATRA, n.d.). As a result, recreation therapy internship experience plays a significant role in shaping students' careers as they transition into their respective fields after graduation. The literature reveals that there are various learning objectives during an internship experience and a number of barriers that interns face. Also, stakeholders involvement is vital to internship success. Therefore, it is important to evaluate the overall effectiveness of recreation therapy internship experience that shape students' career entering the recreation therapy field.

### **A Pilot Study of Chair Dancing with Adults with Intellectual Disorders**

Shelly Bates, PhD, CTRS, Isabella Herbert (Student), Elleigh Layton (Student)

This session proposes an approach to promote physical activity with enjoyment among adults with intellectual disabilities through chair dancing. Drawing upon evidence-based practices and an assessed need for this population, this poster aims to demonstrate the effectiveness of chair dancing in enhancing physical health and motivation for physical activity in this population. Attendees will gain practical insights into designing and implementing chair dancing programs,

addressing individual needs, and fostering inclusivity and empowerment within a community setting.

### **Adaptive Riding for Falls Prevention in Individuals with Parkinson's Disease and Other Neurological Impairments**

Betsy Kemeny, PhD, CTRS, FDRT, Whitney Angelini, DPT, Chase Elizabeth Decker (Student), Emma Lemire (Student), Alyssa Snyder (Student)

This research poster reports on the impact equine assisted services on preventing falls and improving confidence with mobility in older adults with neurological impairments (e.g. Parkinson's disease). The World Health Organization (2020) found adults over 60 are at the greatest risk of experiencing a fall. This controlled trial conducted over eight weeks measured the effectiveness of equine-assisted services for fall prevention and confidence. Outcome variables included: 1) gait quality, 2) balance, 3) posture, and 3) feelings of confidence with mobility. There was some improvement in gait quality, posture, and balance. Subjects improved self-correction of posture and body movement while on the horse. Moreover, they were motivated by the interventions and expressed positive affect with the enhanced mobility that riding provided.

### **Reflections from Class Time Fieldwork Experiences for Recreational Therapy Students: A Phenomenological Qualitative Analysis**

Kaitlin E. Mueller, PhD, LRT, CTRS, Allie Thomas, PhD, CTRS, Brent Wolfe, PhD, LRT, CTRS, FDRT

There has been a recent call to advance fieldwork experiences across recreational therapy curriculum to enhance student learning. Using reflections from students' perspectives on their learning through a class time fieldwork experience, we will discuss how this was implemented over a multiple semester experience. We will present the themes and sub-themes reported by the students after their class time fieldwork experience ended which provided insights into their perspectives about their learning and knowledge of recreational therapy. Practical ways for practitioners and educators to enhance their strengths-based clinical supervision skills will also be discussed.

### **The Voices Of The Future: How Youth Can Inform Decision-Making.**

Raine McAngus (Student), Christina J Coleman, PhD, CTRS

In collaboration with Arizona Valley of the Sun YMCA and the National YMCA of the USA, researchers from Arizona State University facilitated a qualitative data collection through a peer collaboration workshop. These workshops were designed to inform on organizational characteristics of success from the perspective perceived by the individual, their peers, and their community's social activation catalysts and social issue prioritization. This collaboration aimed to identify strategic pathways for Arizona urban youth-serving organizations to solicit young adult perspectives to fuel national and local organizations' governance and management processes. This poster presents the preliminary findings of workshop discussions.

### **Exploring the Lived Experiences of Youth with Physical Disabilities Participation in Modified Mindfulness Based Intervention (Learning 2 BREATHE) for the Benefit of Social Participation and Self-Regulation**

Christina J Coleman, PhD, CTRS, Melissa L Zahl, PhD, MTRS, CTRS, FDRT

This poster session delves into a study exploring the lived experiences of youth with physical disabilities (YwPD) who participated in a modified version of the Learning 2 BREATHE (M-L2B)

mindfulness-based intervention. Traditional mindfulness-based interventions often pose challenges for individuals with physical disabilities, such as difficulties with body scans, lying down for extended periods, and mindful walking. This study addresses these challenges by adapting the L2B program to meet the unique needs of YwPD. The modified program focuses on enhancing attention and emotion regulation, cultivating positive emotions, teaching stress management techniques, and encouraging daily mindfulness practice.

Using the Self-Determination Theory (SDT) framework, which emphasizes the importance of fulfilling basic psychological needs for competence, relatedness, and autonomy, this multi-method feasibility study recruited 68 participants aged 10-17 through various national organizations. The program was delivered via HIPAA-compliant Zoom sessions, supplemented with workbooks and audio recordings. The study gathered data on the participants' social participation and self-regulation through interviews and focus groups, which were analyzed using thematic analysis.

The findings highlight the importance of recognizing human agency and attending to the psychological needs of YwPD. The study's themes include "Catalyst of Agency," "Perceptions of Autonomy and Control," and "Enhancing Well-Being," with sub-themes exploring autonomy in decision-making and the role of support systems. These insights have significant implications for recreational therapy practices, suggesting that modified mindfulness-based interventions can effectively promote self-regulation and social participation among YwPD.

### **The Flow State Scale-2: Measuring Flow in Adaptive Climbing**

Cari E. Autry, PhD, LRT, CTRS, Emily G. Warner, MS, CTRS

Introduction: Innovation in technology and adaptive equipment have increased adventure-based activity accessibility for those with physical disabilities. Participation in adventure as a recreational therapy intervention is well-recognized for its benefits for people with disabilities. Historically, climbing has long been established to facilitate the psychological state of flow; however, there is little research on the experience of flow in individuals with physical disabilities and adaptive climbing. Therefore, the purpose of this study was to investigate if flow is experienced differently between individuals with and without physical disabilities who participated in climbing programs. The study also explored if there was a relationship between flow and intentions to participate in climbing in the future. Method: The Flow State Scale-2 was used to assess flow and additional questions measured participation. Results: The global flow score on the FSS-2 indicated that climbers with and without disabilities both experienced a "flow-like" state (Jackson et al., 2010, p. 18). Climbers without disabilities reported a significantly higher sense of control, one of the nine dimensions of flow. Implications for RT: With a better understanding of how people with physical disabilities experience flow, recreational therapists can better design interventions to facilitate this experience and how flow can best be used to promote an active leisure lifestyle.

### **Peg Connolly Scholars**

Lauren Bade – University of Utah, Graduate Student  
Rilee Burgan – Central Michigan University, Undergraduate Student  
Mika Pauline Garrote - California State University – East Bay, Undergraduate Student  
Sasha Gordon – University of Utah, Doctoral Student  
Denise Jan Roa – Arizona State University, Undergraduate Student

### **Martha Judge First-Time Conference Attendee Scholarship**

Maddie Dinneweth, Professional  
Gina Hess, Student – Grand Valley State University  
Logan Levine, Professional  
Casey Weidner, Student – East Carolina University

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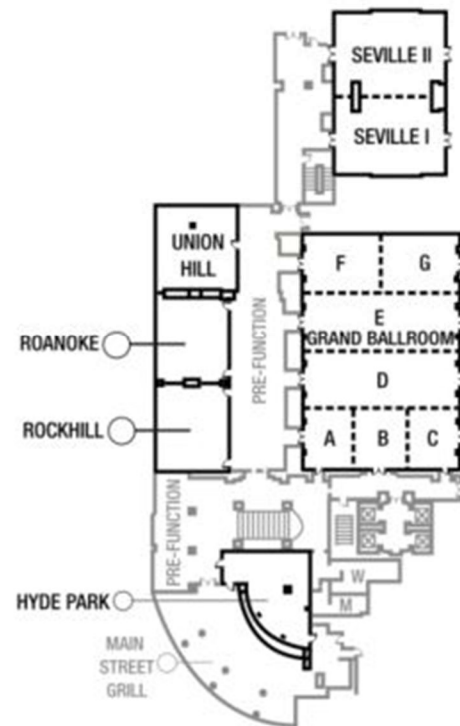
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MEETING ROOMS - SECOND FLOOR



FIRST FLOOR

