



**TENTATIVE  
EDUCATIONAL CONTENT  
PROGRAM**

NCTRC continuing education pre-approval pending; all sessions may not be approved by NCTRC.

## LIVE GENERAL SESSIONS

**SUNDAY, October 18, 2020 7:00 – 8:30 (.15 CEUs)**

### Opening Keynote: What I have Learned from COVID?

Sandy Negley

Description: These are unique times and each person on some level, has evaluated themselves, their larger community, and their profession. Sandy will share the lessons she has learned through her evaluation during the pandemic. In the end, she will ask each attendee to evaluate, “What I learned from COVID?” and use these insights to create a greater understanding and acceptance of self. She will also challenge each of us to take the lessons given to our profession and use them to reform and ensure that in the future RT is known for the essential services we provide in health and recreation.

Upon completion of this session, participants will be able to:

1. Identify how COVID has impacted the profession of recreational therapy
2. Describe 2 lessons learned in 2020
3. Explain 2 actions that can be taken for the future

**MONDAY, October 19, 2020 7:00 – 8:30 (.15 CEUs)**

### Research Institute

Description: During this live session, three recently completed research studies will be shared that impact the practice of recreational therapy. Join this live session to hear from the researchers about their projects, and learn more about evidence-based practice in recreational therapy.

Upon completion of this session, participants will be able to:

1. Define evidence-based practice
2. Describe 3 outcomes from research in recreational therapy
3. Identify the role and importance of research with the profession

**TUESDAY, October 20, 2020 7:00 – 8:00 (.1 CEUs)**

### Empowering Superheroes

Randy Wyble, Brent Wolfe, & Betsy Kemeny

Description: 2020 – what a year! A global pandemic, quarantine, changes in regulations, juggling home and professional lives... we could go on, but you were there and know what happened. You were a SUPERHERO who rose to the challenges you encountered every day – doing your best to serve your clients and organizations, continuing to be the best recreational therapists possible. Thank you!

In this live general session, hear from the ATRA Leadership on what is happening within the organization to empower and advocate for you and the recreational therapy profession. Information on ATRA’s strategic plan to advance recreational therapy will be shared, and

attendees will be challenged to identify their involvement and potential contribution to grow the profession. Updates on partnerships, advocacy, and challenges for practice will be presented.

Upon completion of this session, participants will be able to:

1. Identify 3 strategic initiatives designed to strengthen recreational therapy
2. State the importance of each recreational therapist and their role in advancing practice and the profession
3. Describe what ATRA is doing to assist and empower recreational therapists during COVID and into the future

## **TUESDAY, October 20, 2020 8:00 – 8:30 (No CEUs)**

### **The ATraEAM**

Randy Wyble & Betsy Kemeny

Description: Every superhero needs a team to support and help them. Join us for a live opportunity to thank outgoing board members, and to affirm incoming board members. Outgoing President Randy Wyble will share reflections on 2019-2020, and Incoming President Betsy Kemeny will share her vision for 2020-2021.

## **TUESDAY, October 20, 2020 8:30 – 9:00 (No CEUs)**

### **Rolling Out the Red Carpet for ATRA Superheroes**

Celebrate the 2020 ATRA Award winners during the LIVE Rolling Out the Red Carpet event! Join us for a time to honor recreational therapists who are being recognized for their contributions to the profession.

## **WEDNESDAY, October 21, 2020 7:00 – 8:30 (.15 CEUs)**

### **Understanding Social Justice and Equity for the Recreational Therapist**

Stephen Lewis

Description: In this session, learn what social justice and equity mean, and what you as a recreational therapist can do. Ideas for your toolbox and suggestions for advocacy and inclusion will be presented.

Upon completion of this session, participants will be able to:

1. Define justice and equity as they relate to the recreational therapy profession
2. Identify the role of the recreational therapist in promoting justice and equity for all people
3. Articulate 2 ways to get involved in advocacy for justice and equity

## **THURSDAY, October 22, 2020 7:00 – 8:30 (.15 CEUs)**

### **Understanding the Standards of Practice as it Relates to Our Ethical Responsibility**

Heather Bright & MaryJo Archambault

**Description:** Participants will explore the content of the ATRA Standards of Practice, understand their ethical 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.

Upon completion of the session, participants will be able to:

1. verbalize their ethical 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

## **FRIDAY, October 23, 2020 7:00 – 8:30 (.15 CEUs)**

### **Advocacy and Legislation for the Recreational Therapist**

Peter Thomas (ATRA Lobbyist), Tim Passmore, & Dawn DeVries

**Description:** Washington DC has been a busy place in 2020 with legislation addressing COVID, healthcare, and a variety of issues that impact our lives and profession. ATRA’s Lobbyist Peter Thomas will share policy and advocacy issues from inside Washington DC, as well as present issues for consideration as we head into the Presidential election. Advocacy and Legislative Team chairs Passmore and DeVries will answer questions from the audience, and discuss the impact of issues on recreational therapy.

Upon completion of the session, participants will be able to:

1. Identify 3 COVID policy and regulatory issues
2. Describe the impact of policy and regulation on healthcare and community-based services
3. Explain 2 ways to get involved in advocacy and legislative issues

## **SATURDAY, October 24, 2020 7:00 – 8:30 (.15 CEUs)**

### **Destination International: Recreational Therapy and the Slow Boat to China**

Alexis McKenney

**Description:** Realizing the goal of seeing Recreational Therapy (RT) recognized globally is one that takes patience and perseverance. Like developing the steps to meeting such an ambitious goal, this presentation is a work in progress. For now, think of it as one for the dreamers; for those who “get it” and know there is something truly special about RT, and hope to see it become what it is meant to be—a profession that is available to all, regardless of geographical or cultural differences, or languages spoken. It is for the attendee who intuitively knows that its value extends well beyond the North American borders. This presentation will include a description of select attempts and successes in advancing RT education internationally with a focus on a recreational therapy degree program that is presently offered in Italy, as well as descriptions of select RT study abroad programs. In addition, ideas for how to use existing

programs as springboards for promoting RT in countries outside of North America will be discussed. A no boundaries approach to viewing RT will be central to understanding and joining in on the efforts to internationalize RT.

Upon completion of this session, participants will be able to:

1. Identify where RT educational programs have been developed outside of North America
2. Describe how the process of developing a new RT educational program in Italy occurred
3. Explain how the academic program developed for the degree program in Italy can potentially serve as a model for expanding RT services to other countries
4. Articulate the importance of advocating for RT and RT related services both nationally and internationally

## **SUNDAY, October 25, 2020 7:00 – 8:30 (.15 CEUs)**

### **Closing Endnote: Recreational Therapists- Everyday Heroes**

Brent Wolfe

Description: Join ATRA's Executive Director to be inspired as you move forward into 2020 and 2021. Hear about how you as a recreational therapist are an everyday hero, and how you can continue to soar with your superhero powers.

Upon completion of this session, participants will be able to:

1. Describe how they as a recreational therapist can continue to grow and inspire others
2. Explain 2 ways to get involved, advocate and grow the profession
3. Identify 1 way to contribute to their practice, agency, and profession

\*All LIVE sessions will be recorded and made available for ENCORE performance within 7 days of the event. Look under ENCORE to see these recordings and earn CEUs.

## **INTENSIVES – 3 HOUR SESSIONS (.3 CEUs)**

### **RT Business 101- The Business Education That You Missed In School**

Nathan Lamaster

Description: Learn what it takes to start and run your own Recreational Therapy business whether that be brick and mortar or online. Learn about entrepreneurship and how creating more TR businesses will advance our profession, how to legally form and run a business, how to brand and market your services and/or products, how to use social media, SEO, and joint ventures to grow your brand, and learn more helpful tools you can use for your business. In this session we will form groups to practice creating our own fictitious businesses. Be prepared to learn and have fun!

Upon completion of the session, participants will be able to:

1. Identify the 6 main business structures and which one is best for their business idea
2. Identify at least 5 ways to best market and grow their TR business
3. Create a basic business plan for their TR business

### **Committee on Accreditation of Recreational Therapy Education (CARTE): Orientation to Accreditation and Site Visitor Training**

Rhonda Nelson, Teresa Beck, & Jared Allsop

Description: This session is designed to orient recreational therapy practitioners and educators to accreditation under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Recreational Therapy Education (CARTE). Participants will receive a general overview of the importance of academic accreditation and the history of CAAHEP-CARTE. They will be introduced to the specific standards and guidelines that are utilized to evaluate recreational therapy programs and the procedures academic programs follow when seeking and maintaining accreditation. The second half of the session will focus on practical application of CARTE procedures for evaluating programs. Emphasis will be placed on the site visit and the role of the site visitors. Interested participants will gain knowledge and resources needed to apply to be an accreditation site visitor for CAAHEP/CARTE.

Upon completion of the session, participants will be able to:

1. Describe the rationale for accreditation and at least three benefits of academic accreditation
2. Identify 3 basic procedures required when applying for CAAHEP/CARTE accreditation and 4 key elements used to determine compliance with CARTE Standards and Guidelines
3. Name 3 roles and responsibilities of CARTE site visitors, and 3 steps in the process of becoming a CARTE accreditation site visitor

## **Self-Care Reinvented**

Andrea Bevolden & Shay Dawson

Description: This experiential session best correlates with the implementation portion of the NCTRC Job Analysis Chart. Those in attendance will gain a better understanding of the efficacy behind vibrational sound therapy, essential oils and the stress response cycle. Discussion on evidence-based research will support interventions to increase the attendee's understanding of therapeutic modalities and its impact on mental health. In addition, each intervention will include a demonstration to increase the attendee's knowledge of implementation and practice.

Upon completion of the session, participants will be able to:

1. Identify at least four evidence based studies supporting the efficacy of essential oils to support mental health
2. Identify an understanding of "entrainment" and how it applies to vibrational sound therapy and its effects on one's mental state
3. Identify the four major components of the stress cycle

## **The Pancamaya Kosha Model: A Holistic View of Ourselves and Clients**

Liz Creasman

Description: The pancamaya kosha model provides a framework for a holistic view of ourselves and clients. It is the concept that our whole person is comprised of layers that include emotional, cognitive, physical, and social functioning. These layers consistently interact and influence one another. Utilizing the pancamaya kosha model provides a wider view to identify what we need to address and what techniques we need to implement for our own self care. It can also be utilized to better understand our clients. In this workshop, we will define the five sheaths of the pancamaya kosha model as they impact self care and clinical cases. Liz will also provide an experiential meditation to deepen understanding of the koshas and their interactions.

Upon completion of the session, participants will be able to:

1. Identify and describe the five koshas in the pancamaya kosha model
2. Identify two self care practices to address factors identified in kosha mapping meditation
3. Describe two ways interactions between the koshas can effect active leisure involvement

## **Modern Mindfulness for the Rest of Us: Recreation Therapists Approach to Teaching Mind-Body Techniques**

Taylor Rae Hooker & Kristin Olson

Description: With the growing popularity of wellness and mind-body techniques, Recreation Therapists are poised to embrace complementary and integrative methods. Two recreation therapists will share their approach to an entry-level mindfulness-based stress management course and share the growing evidence base, tips and tricks of facilitation and personal practice.

Upon completion of the session, participants will be able to:

1. Identify at least three techniques to introduce mindfulness to clients
2. Articulate at least one beneficial outcome of daily mindfulness practices

Define how mindfulness can be used as a coping mechanism for stress management

## **How to Create a COVID Resistant, Topnotch Internship Program**

Jared Allsop

Description: This session is designed to help practitioners start from nothing and create a topnotch, COVID resistant, internship program that is align with the NCTRC job analysis areas. During this session we will explore the components that make a great recreational therapy internship manual and program. This session will enable anyone to quickly and thoroughly design a comprehensive recreational therapy internship manual for their agency. It will also address the qualifications and responsibilities associated with being an internship supervisor. We will also discuss real world examples on how to incorporate Telehealth and remote learning options into an internship program that can still meet NCTRC guidelines. As a profession we need to do more to increase the quality of our internships and having qualified, outcome directed internship programs is one way to do so. Please have access to a computer or tablet and any internship documentation.

Upon completion of the session, participants will be able to:

1. Identify five ways they can apply the NCTRC Job Task Analysis into their internship program
2. Identify three ways they can be a more outcome directed internship supervisor
3. Identify and describe three ways to incorporate telehealth and remote learning options into their internship program
4. Create an detailed, specific internship manual that clearly outlines their agencies internship program

## **Virtual Recreation Therapy for Veterans**

Taylor Hooker

Description: Recreation and Creative Arts Therapists were tasked with turning their practices into virtual programs seemingly overnight. In a display of great ingenuity, several programs are coming together to share their successes with our non-VA RTs. This moderated session will present overarching considerations for virtual programs including set-up, logistics and safety as well as featuring a number of program highlights and personal practice testimonies.

Upon completion of the session, participants will be able to:

1. Define at least one novel program held over a virtual format
2. Articulate pros and cons of a virtual RT/CAT session/group/program
3. Define the security measures taken prior to engaging in a RT/CAT VVC session

## **Cultivating Radical Calmness to Promote Resilience in Clients and Caregivers: Developing a Trauma-Sensitive Practice**

Em V. Adams

Description: This session will discuss radical calmness as a central aspect of trauma-sensitive practice. We will discuss the tie between trauma-sensitive communication and resilience in clients. Additionally we will discuss the link between radical calmness and promoting the well-



being of caregivers and preventing burnout among health-care workers. Finally, we will identify and practice specific recreation-based strategies to engender calmness.

Upon completion of the session, participants will be able to:

1. Describe “hot” and “cold” communication and its relation to the stress response
2. Identify three specific communication strategies for working with clients and families
3. Identify one way they can improve practicing “radical calmness”

## **DrumFIT Your Recreational Therapy Solution!**

Mary Baumann

Description: DrumFIT transforms the life of war veterans, special needs children, adults and seniors seeking physical activity, group team building, and laughter therapy through joyful success with rhythm and music! Cardio-drumming is all-inclusive, physically adaptable and emotionally lifting for every age.

Upon completion of the session, participants will be able to:

1. Describe how to create and maintain a safe and therapeutic environment, implementing individual modifications and assessments while demonstrating a knowledge of group interaction, leadership, and safety.
2. Explain how to use evidence-based research to support the development of programs which will increase cardio-vascular endurance, range of motion, cognitive recall and memory, and increase opportunities for greater development of the social and emotional learning competencies.
3. Identify how to select adaptations, modifications, and use assistive technology to better serve their students/clients.

\*In order to earn CEUs for 3 hour sessions, you must listen to the entire session. It may be paused and resumed at a later time, but you must participate in the session to achieve the learning outcomes.

## **PROGRAM HIGHLIGHTS - 60 MINUTES (.1 CEU)**

### **Virtual Tour: Secure Psychiatric Unit of the New Hampshire Department of Corrections. Learn about services for severely and persistently mentally ill persons in NH and the unique aspects of a mental health facility within a state prison**

Debbie Robinson, MS, CTRS/L, FACHE

Description: The Secure Psychiatric Unit of the NH Department of Corrections provides mental health services to patients with civil and criminal commitments. The program serves individuals from the entire state who are a danger to themselves or others, as defined by one of 8 state statutes. Situated within the State Prison for Men, the environment is correctional, but the care is rehabilitative in nature. Join us for a glimpse into working in the SPU through photographs, stories and examples of treatment interventions.

Upon completion of the session, participants will be able to:

1. Describe two key factors in working in mental health facility within a prison
2. Name two categories of commitment that characterize patients at the SPU
3. Describe two frequent RT interventions at SPU

### **Keep Austin Inclusive: The Therapeutic Recreation Services of the Austin Parks and Recreation Department**

Laurel Heizelman

Description: Austin Parks and Recreation Department has been striving to Keep Austin Inclusive for many decades. Austin PARD Therapeutic Recreation Services offers both adaptive and inclusive recreation. Keep Austin Inclusive will discover the Danny G. McBeth Recreation Center, Austin's adaptive recreation center, home to an adult day-habilitation program, out-of-school time programs for youth, and a Special Olympics delegation. We will also cover the Inclusion Unit, which supports participants and staff department wide at community recreation centers, senior centers, and art/nature/cultural centers. Lastly, we will discuss PARD's newest services at Dottie Jordan Recreation Center, offering an expansion of adaptive and inclusive programs. Currently, Austin PARD employs over 10 CTRS's in full time roles along with temporary/seasonal TR Students, Interns, and CTRS's working in various roles.

Upon completion of the session, participants will be able to:

1. Recognize similarities and differences in Austin PARD's TR Services as related to assessments and implementation
2. Compare administration practices of the different PARD TR Services
3. Evaluate the effectiveness of Austin PARD advancement of the profession

## EDUCATIONAL SESSIONS - 60 MINUTES (.1 CEU)

### Intervention Sessions

#### **Selecting Virtual Reality Games for RT Treatment: Therapist Considerations**

Lauren Lee Isaacs

Description: Virtual Reality (VR) interventions are an emerging way to address health concerns in diverse client populations while simultaneously engaging individuals in a leisure activity. However, the wide array of VR games and applications available on the market can be overwhelming for therapists. Additionally, very few game selection guidelines or criteria currently exist to help recreational therapists in choosing appropriate VR games for their clients. This session will provide a general overview of therapist considerations that may be helpful when choosing VR games for specific clients and treatment interventions. Topics covered include an overview of available VR equipment and games, RT assessment considerations, treatment goals, using the Activity Analysis process, available online resources, and the consideration of client leisure motivation when selecting VR games.

Upon completion of the session, participants will be able to:

1. Identify a minimum of four different resources for learning about available VR games that could be appropriate for use in recreational therapy professional practice
2. Explain two ways the recreational therapy assessment process can be used to obtain relevant information for matching a client to a VR intervention
3. Discuss leisure motivation as a consideration for VR intervention selection

#### **Is there an Echo in Here? A Smart Home Technology Pilot Program for Individuals with Atypical Speech**

Amy Heeter

Description: This session highlights a unique pilot program providing the opportunity for individuals with nonstandard speech to utilize smart home technologies to increase leisure participation. This innovative tool eliminates barriers to and empowers clients to enjoy life in their home (or homelike) environment.

Upon completion of the session, participants will be able to:

1. Identify 3 ways to use smart home technology as a modality for leisure engagement
2. Identify 3 areas of assessment for appropriateness for use of smart home technology implementation
3. Identify 3 accessible apps and device features

#### **Bingo+ Exercise= Bingocize®: An Evidence-Based Fall Prevention Program for Older Adults**

Jenn Taylor

Description: This session will introduce the audience to Bingocize®, an evidence-base health promotion program focused on fall prevention and social engagement developed for older

adults. Participants will learn about certification requirements, current research, and grant opportunities to fund program start-up costs in long-term care settings. Strategies for partnering with university programs will also be discussed during this interactive session. And of course, we will play a round of Bingocize®!

Upon completion of the session, participants will be able to:

1. Verbalize three evidence-based outcomes from current research of Bingocize® program participation
2. List two requirements for implementing the Bingocize® program in recreational therapy settings
3. Identify three program adaptations to meet individual client needs

## **Therapeutic Scuba Diving: A Recreational Therapy Approach**

Rachel Wilson

Description: Scuba diving has become an increasingly popular activity among individuals with disabilities. However, these adaptive scuba diving sessions lack therapeutic structure and evidence. During this session, hear about how scuba diving can be used as a new intervention in the field of recreational therapy. Through professional experience, the presenter will provide insight in bringing therapeutic outcomes to scuba diving programs. Additionally, the presenter will discuss the limited but highly supportive evidence surrounding therapeutic scuba diving, adaptive techniques and equipment, existing certifying agencies, and bridging the gap between recreational therapists and scuba diving instructors.

Upon completion of the session, participants will be able to:

1. Describe how scuba diving can be adapted for different disabilities
2. Identify the evidence that supports scuba diving as a therapeutic intervention
3. Identify resources to use for therapeutic scuba diving

## **Bicycling as a Therapeutic Intervention in Behavioral Health**

Mindy Brown & Katie Huffman

Description: Do you remember the feeling of freedom when you learned to ride a bike as a child? Research shows individuals with a mental health diagnosis encounter many barriers as they transition into adulthood. In this session, we will explore a bicycling program implemented as a therapeutic intervention in a child and adolescent behavioral health hospital.

Upon completion of the session, participants will be able to:

1. Identify 2 barriers transition-aged individuals with a mental health diagnosis are at risk of experiencing
2. Identify 3 benefits of bicycling for individuals with a mental health diagnosis
3. identify the correlation of leisure interests and life skills

## **Social Network Analysis of Youth with Physical Disabilities: Implications for Recreational Therapy Practice**

Shay Dawson

Description: Social network analysis is a new and exciting approach within the social sciences. There is great potential for the use of social network approaches within recreational therapy practice. This session provides an overview of social network analysis, including common

terminology, differences between egocentric and whole network analysis, as well as theoretical and social constructs related to this approach. Learners also have the opportunity to explore current research on the social networks of youth with physical disabilities, as well as the application of social network approaches to the A.P.I.E. process within clinical recreational therapy practice.

Upon completion of the session, participants will be able to:

1. Explore concepts, terms, and theories related to social network analysis as a new approach in the social sciences
2. Review current egocentric social network research on youth with physical disabilities
3. Explore how to apply the A.P.I.E. process while using a social network analysis approach in clinical practice

## **Bibliotherapy as an Intervention for Family Caregivers of Patients Diagnosed with Dementia**

Tarah Loy

Description: For decades, bibliotherapy has been used successfully to treat addiction, PTSD, childhood and adult trauma, and mental illness. This session will discuss the history of bibliotherapy, evidence based practice in the field of RT, and how graphic medicine, a newer form of bibliotherapy, was used as an intervention for family caregivers of adult day health participants diagnosed with dementia.

Upon completion of the session, participants will be able to:

1. Outline the history of bibliotherapy and graphic medicine
2. Recognize the benefits of bibliotherapy as an RT intervention
3. Execute a bibliotherapy intervention with caregivers of family members diagnosed with dementia

## **The Use Of Cinematic 3D Virtual Reality Leisure Activities For Improved Engagement And Wellbeing Of Persons Living With Dementia—a Pilot Study**

Sienna Caspar

Description: Enabling people with dementia to engage in meaningful activities throughout their day requires time and resources from those who support and care for them. The use of virtual reality products is growing in popularity to assist us in the care of people with dementia. Entrepreneurs who develop virtual reality products are promoting them with claims that these interventions can improve well-being and quality of life of people with dementia; however, there is a lack of evidence to back these claims. Thus, before recreation therapists working in long-term care homes invest or subscribe to these interventions, more understanding of their effectiveness and specific implementation techniques is required. In this presentation, we discuss our findings from a study conducted to evaluate the effectiveness of Cinematic 3D Virtual Reality leisure activities on improved engagement, positive affect, psychosocial well-being, mood, and behaviour patterns of people with dementia residing in a designated supportive living facility.

Upon completion of the session, participants will be able to:

1. Explain the purpose and outcomes of interventions using Cinematic 3D Virtual Reality

2. Describe how to implement interventions using Cinematic 3D Virtual Reality
3. Identify how to support the continued development of evidence-based practices associated with virtual reality products developed for people with dementia

## **Utilizing Mindfulness-Based Stress Reduction in Recreational Therapy**

Christina Joy Coleman & Melissa Zahl

Description: “Mindfulness-Based Stress Reduction (MBSR) is a well-defined and systematic patient-centered educational approach that uses relatively intensive training in mindfulness meditation as the core of a program to teach people how to take better care of themselves and live healthier and more adaptive lives.” Jon Kabat-Zinn developed MBSR to help people with chronic pain and stress-related disorders that were not able to manage their symptoms through medication alone. MBSR utilizes mindful awareness, meditation, and mindful movement and is considered to be more of “participatory medicine.” This presentation will provide an understanding and overview of MBSR and research to support the use of MBSR. We will also discuss the value of incorporating MBSR into recreational therapy practice for clients and for the recreational therapist.

Upon completion of the session, participants will be able to:

1. Identify the key components of MBSR
2. Identify the benefits of MBSR
3. Explain how to utilize MBSR in recreational therapy practice

## **Laughter Yoga For Well-Being and Resiliency**

Heather Easterling

Description: Laughter Yoga is an effective tool in the CTRS' tool belt to build resiliency and prevent burnout. In this COVID-19 pandemic, stress levels are high and the need for our services is greater than ever. Joyful practices that will be introduced in this presentation will not require folding into a pretzel or telling jokes. Participants will learn the history of the Laughter Yoga movement, the benefits, and will have an opportunity try several Laughter Yoga exercises that will boost your endorphins by the end of the session leaving you more relaxed and joyful.

Upon completion of the session, participants will be able to:

1. Describe the history of Laughter Yoga and describe what Laughter Yoga is
2. Explain how to do 3 Laughter Yoga exercises, and create one of their own Laughter Yoga exercise
3. Explain the benefits of adding a joyful practice such as Laughter Yoga into one's own life, in addition to the individuals being served in your scope of TR practice

## **Seeing Lens: Therapeutic Photography**

Amy Beth Cook, Grant D. Taylor, & Emilie Shuler

Description: There is a growing need for effective complementary treatment approaches to address the complex behavioral health care needs of the Veteran population. The Seeing Lens: Therapeutic Photography Group is as a 10-week complimentary treatment approach engages the practice of photography as a primary treatment modality to foster mindfulness, self-exploration, and self-discovery in Veteran populations. This innovative interdisciplinary project focuses on linking the teaching of technical photography skills with recovery-based practices.

This session will provide detailed information on the Seeing Lens: Therapeutic Photography Group as an evidence informed treatment intervention. The session will include a discussion of specific outcome measures and intervention strategies. . In addition, the session will provide information on outcome measures that support the use of therapeutic photography as a primary treatment modality.

Upon completion of the session, participants will be able to:

1. Identify the at least 3 photography based interventions
2. Identify at least 3 benefits of therapeutic photography as a treatment modality
3. Identify the application of the "dual" approach as an intervention strategy in treatment based programs
4. Identify at least two ways to incorporate therapeutic photography in current practices

## **Saying 'YES' to Adaptive Sports for Youth with Disabilities in Malawi, Africa**

Patti Craig, Bob Barcelona, Semra Aytur, Matthew Frye, Jessica Amato, Laura Scrimshaw, & Sarah Young

Description: Interested in adaptive sports, youth development, and international programming? Then join us for this interactive session where we will talk about the development of the YES (Youth Enrichment Through Sport)-Africa Malawi program. YES-Malawi is a program designed to build capacity for RT and adaptive sport leaders to increase access to sport for youth and young adults with disabilities. We will discuss program formation, implementation, and evaluation, and will share lessons learned in partnering with adaptive sports professionals in Malawi, Africa.

Upon completion of the session, participants will be able to:

1. Identify the United Nations' Sustainable Development Goals (SDGs) focusing on sport and disability, and understand the connection to Malawi's national policy and legislation supporting youth with disabilities
2. Discuss capacity-building strategies to increase opportunities and reduce barriers to adaptive sport participation among youth with disabilities in Malawi
3. Articulate a set of strategies to develop professional competencies in adaptive sports among TR and allied health professionals, educators, coaches, and non-profit leaders
4. Provide the steps needed to implement an international cross-cultural exchange program in a developing country focused on adaptive sport and disability

## **Adapting Group Programming using Technology and TV for Pediatrics Patients during COVID-19**

Alex Jamison

Description: This session will highlight the adaptations to group Recreational Therapy programming within a pediatric hospital playroom setting during the COVID-19 pandemic. This CTRS will explain how the use of technology, robots and a Closed Circuit TV Studio within the hospital helped address patient's social and recreational needs during a time of "social distancing". Participants will gain understanding of how Recreation Therapy groups transformed into robot meet-ups and how the use of robots helped patients virtually leave their rooms when they were otherwise unable. This session will also provide a background of the hospital's TV Studio and the development of the show "Recreation Station", which aims to provide leisure education for patients and families.

Upon completion of the session, participants will be able to:

1. Explain how the use of technology can promote peer connections
2. Identify 2 ways in which they can use robots to increase client's social skills
3. Describe how leisure education programs that can be implemented for children and families in person or virtually

## **Sensory Interventions for People with Intellectual Disabilities**

Jessica Webb

Description: The aim of this session is to understand sensory sensitivities in people with intellectual disabilities and to offer options for sensory interventions.

Upon completion of the session, participants will be able to:

1. Describe sensory sensitivities
2. Identify the existence of sensory sensitivities in people with intellectual disabilities
3. Explain sensory interventions that can use in practice with people with intellectual disabilities

## **Works from the heART: An Expressive Arts Journaling Program**

Ashley James

Description: Works from the heART is an expressive arts program that offers an all-inclusive outlet to express thoughts and feelings in the form of imagery through the therapeutic process of art journaling. Research has shown that the act of self-expression has been identified as a constructive means for coping because of its power to mold an individual's self-identity and to generate overall happiness.

Upon completion of the session, participants will be able to:

1. Describe how the Works from the heART program, and art journaling as a whole, is an effective modality for the military affiliated population
2. Define the theoretical frameworks of broaden-and-build theory and resiliency
3. Identify at least 3 common challenges associated with the military lifestyle according to research
4. Identify 3 clinical outcomes that can be addressed with the military population through the Works from the heART art journaling intervention.

## **Therapeutic Play in an Pediatric Setting**

Kelly Corrigan

Description: This session will focus on the role of Therapeutic Recreation on an inpatient pediatric setting. For a child, living on an inpatient unit is not "normal" and can create disruption in their development. During this session, we will look at the breakdown of a child's cognitive development in each of Piaget's cognitive development stages. We will focus on what play milestones we expect to see at each stage, appropriate interventions we can facilitate to support these milestones, how to incorporate these interventions into an interdisciplinary collaborative effort and finally, discharge recommendations to help support families and their children once returning back into the community.

Upon completion of the session, participants will be able to:



1. Identify one appropriate play intervention for each stage of cognitive development
2. Identify three expected play milestones for each stage of cognitive development
3. Identify at least two discharge activities to recommend to families to support community carry over of child's goals

## **Engaging the Body, Mind, and Spirit: RT Interventions for Older Adults**

Juliana Barla, Nicholas Wahl, & Dawn DeVries

Description: This session will present information on three different interventions aimed at engaging the body, mind and spirit of older adults in different settings. Boxing (body), shared reading (mind), and virtual reality (spirit) will be discussed. The APIED process will be presented, as well as a variety of resources, to enhance recreational therapists understanding of the interventions. Tips for implementation in various settings with older adults will be provided.

Upon completion of the session, participants will be able to:

1. Describe considerations for implementation of at least one intervention for RTs working with older adults
2. Identify 3 benefits/outcomes for older adults after participation in the presented interventions
3. Explain the APIED process for use with older adults related to the body, mind and spirit interventions

## **Therapeutic Use of Sailing for People with Physical Disabilities: Virtual Reality to Reality**

Cari E. Autry

Description: Sailing as a recreational therapy intervention addresses physical, cognitive, and psychosocial functional outcomes for people with disabilities. Sailing is also inclusive and with specific adaptations, allows for participation alongside those without disabilities. Virtual Reality Sailing Simulators (VRSSs) can help people with disabilities increase functional skills, sailing skills, and transition such skills into real life participation by bridging the gap between on-land and on-water sailing. The presenter has a VRSS in her Simulation Lab at East Carolina University in which the purpose is to increase evidence on the therapeutic use of sailing through research. In this session, conference participants will learn about sailing and virtual reality sailing as a recreational therapy intervention specifically for people with physical disabilities. They will also learn about current research results and the progression of participants with physical disabilities who have completed the VRSS program and who will be participating in an Adapted Sailing Program (ASP).

Upon completion of the session, participants will be able to:

1. Describe the therapeutic process using sailing as a recreational therapy intervention in rehabilitation, at least two adaptations for sailing, and at least two benefits in each of the physical, cognitive, social and emotional domains for people with physical disabilities
2. Define virtual reality (VR) simulation, identify at least two trends in VR in recreational therapy, and identify at least two evidence-based outcomes using virtual reality sailing simulation as an intervention
3. Describe at least three evidence-based outcomes from the results of a research study on virtual reality sailing simulation and people with physical disabilities

## **River Rafting and Veterans with PTSD: Exploring Changes in Depression and Meaning in Life**

Taylor Rae Hooker, Susan McCool, Sarah Fischer, & Kelly Bricker

Description: During this session, Recreational Therapists working with veterans will be introduced to outcomes of a 4-day river rafting trip, as well as the potential therapeutic value of nature-based programming. Additionally, the connections between perceptions of meaning in life and depression symptoms for veterans with PTSD associated with engaging in blue spaces will be addressed.

Upon completion of the session, participants will be able to:

1. Identify at least one known benefit of nature-based programming
2. Articulate the connections between Meaning in Life, Depression symptoms, and suicidal ideation
3. Identify at least two areas for improvement in structured, outdoor adventure experiences

## **The Recreation Therapists Role in Equine Assisted Services**

Blair McKissock & Taylor Hooker

Description: With growing developments in the field of Equine Assisted Services, this presentation will review the recent developments impacting Recreation Therapists and how we can best advocate for our involvement. This includes examining the role of a recreation therapist in equine assisted services, populations served, pathways to training and credentialing. Recently, the results of a terminology task force was published outlining the new language used to describe the professionals who facilitate equine assisted work, the branches of services and their definitions.

This presentation provides the foundation from which recreation therapy can define their stake in the growth of equine assisted services. An application of foundational RT concepts to the process of EAAT will be provided and a summary of an upcoming position white paper and survey will be reviewed.

Upon completion of the session, participants will be able to:

1. Explain an overview of the field of EAS using the new accepted terminology
2. Define the role of Recreation Therapists within the field of EAS and the populations they serve
3. Examine the application of the APIED process in the EAS
4. Articulate why formal positions are necessary for the advancement of practice.

# **Professional Practice Sessions**

## **Certification Process**

Robin McNeal & Noelle Molloy

Description: This session provides an in-depth coverage of the NCTRC Certification Standards. It will include the requirements for application, application process, exam information, and requirements to maintain your certification.

Upon completion of the session, participants will be able to:

1. Describe the three requirements to gain professional eligibility from the NCTRC Certification Standards
2. Name three components of the application process for Professional Eligibility
3. Restate at least two (2) methods to prepare for the NCTRC Exam

## **NCTRC Internship Guidelines: Ensuring a Quality Internship**

Robin McNeal & Noelle Molloy

Description: The internship experience is an integral part of preparing the future professional for practice as a successful Certified Therapeutic Recreation Specialist. The internship supervisor is the link between education and practice for the new professional. In order to best prepare the student, it is necessary that all individuals involved in the internship experience be aware of the current standards for the internship experience. This session provides an in-depth coverage of the NCTRC Internship Standards. The information is geared to students and internship supervisors and will discuss the requirements necessary to complete an internship experience and requirements to maintain certification.

Upon completion of the session, participants will be able to:

1. Describe at least three of NCTRC's Internship Standards
2. Apply the ten Job Task areas of the NCTRC National Job Analysis Study to the internship experience
3. Name the three major requirements that are reviewed when applying for NCTRC certification

## **NCTRC - The Future**

Robin McNeal, Anne Richard, & Noelle Molloy

Description: This session will focus on various aspects of NCTRC including the future of credentialing. Present day updates and a look at the 2019 CTRS Profile Study and professional pride in the credential will be discussed.

Upon completion of the session, participants will be able to:

1. Explain the purpose of NCTRC in the Therapeutic Recreation profession
2. Discuss at least three updates from the 2019 CTRS Profile Study
3. List three projects NCTRC is currently involved in to move into the future

## **Recertification/Specialization Area Designation**

Robin McNeal & Noelle Molloy

Description: This session provides an in-depth coverage of recertification standards and requirements for the specialization area designations. Continuing education, professional experience, and re-examination will be described in detail. Utilization of the 2014 NCTRC National Job Analysis Study in relation to recertification requirements will be discussed.

Upon completion of the session, participants will be able to:

1. Define the NCTRC CTRS recertification standards including the two components, interpretive guidelines, necessary hours required for recertification and the requirements for the areas of specialization
2. Apply the ten Job Tasks and the six Knowledge Areas of the 2014 National Job Analysis Study to the recertification process
3. Restate the two methods of the NCTRC recertification review process

## **What's Next in RT Competency: Steps Moving Forward from the ATRA Competencies Study**

Betsy Kemeny, Heather Porter, & Brent Hawkins

Description: What's next in building your own competencies, as well as strengthening the competencies of the RT profession? At the individual level, the ATRA Delphi and Competencies Study that was published for members in January 2020, contains a self-assessment guide that can be utilized to assess, plan, and track competency growth. Additionally, based on the study's findings, ATRA is poised to move forward with pertinent systematic reviews on highly utilized interventions, techniques, educational topics, theories, and standardized assessment tools to advance ATRA's evidence-based research agenda in strengthening the profession. Practitioners and educators are needed to move this agenda forward. Attend this session to discuss the summarized findings from the study, find out what steps you can take to assess and subsequently improve your own competencies, and learn how to become involved in conducting systematic reviews to move ATRA's research agenda forward.

Upon completion of the session, participants will be able to:

1. Interpret the findings from the ATRA Competencies Study related to the current practice of recreational therapy
2. Explain three ways to improve personal competence and/or empower others for continued competence
3. Identify next steps for involvement in ATRA's research agenda related to systematic reviews

## **Overcoming Compassion Fatigue for Recreation Therapists During COVID-19**

Vincent Bonadies

Description: Recreation therapists work in environments that are fast-paced, complex, emotionally intense, and full of day-to-day challenges. Particularly during this time of the COVID-19 pandemic the profession demands incredible focus, awareness and endurance-mentally, physically, emotionally and spiritually. This session will define compassion fatigue, symptoms, self-assessment and management strategies. Participants will have the opportunity to experience several relaxation techniques to assist in managing compassion fatigue.

Upon completion of the session, participants will be able to:

1. Define compassion fatigue
2. Identify some the symptoms related to compassion fatigue
3. Identify techniques to help develop compassion fatigue resiliency

## **Considering Gender and Sexual Diversity in Recreational Therapy – Caring for LGBTQ Populations**

Eric Knee

Description: This session will: (a) provide an overview of current research and trends on lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals within healthcare and recreational therapy, (b) present case studies from experiences within rehabilitation settings, and (c) present best practices for competently engaging with LGBTQ individuals. To date, research on the experience of this population within recreational therapy is limited, while broader healthcare research demonstrates practices that exclude gender and sexual minorities. Recreational therapy training on working with LGBTQ populations is also limited and inconsistent; for example, NCTRC’s competencies do not explicitly include proficiency in engaging with diverse sexual and gender minority populations. As such, this presentation is meant to provide introductory research/data, present practical experiences of working with queer individuals in the rehabilitation setting, and finally provide foundational knowledge on appropriate language considerations and competencies in working with this population. Particular attention will be paid to non-hegemonic gender identities.

Upon completion of the session, participants will be able to:

1. Describe the importance of inclusive practices for sexual and gender-minority individuals in the assessment and facilitation of RT services
2. Explain how to competently engage sexual and gender-minority individuals in the assessment and facilitation of RT services
3. Describe how to administer LGBTQ-inclusive training and resources in the management of personnel, interns, and volunteers

## **COVID-19 and Black Lives Matter: Using Social Justice to Navigate Discourse in Recreational Therapy**

Tameka Battle

Description: As the entire world grapples with the ravaging effects of the deadly global pandemic (COVID-19) and the unveiled cataclysmic consequences of yet another pandemic, the pandemic of systemic and institutionalized racism, the “new normal” and “new reality” will result in, as research suggest, highlighted inequities in race, health, and economics which have, and will continue to have, long lasting effects on the lives of marginalized populations (Carroll, 2020; Issaka, 2020; Owen, 2020; Yancy, 2020a; Yancy 2020b). This presentation will discuss how the impact of COVID-19 and the Black Lives Matter movement can be used to navigate social discourse in Recreational Therapy by influencing public policy and promoting trainings on race, diversity, and cultural competency.

Upon completion of the session, participants will be able to:

1. Discuss the underrepresentation of Black and minority recreational therapists and faculty members in higher education and its potential impact on culturally competent curriculum and practice
2. Discuss the public policy process and structural racialization in promoting awareness of racial and health disparities within RT/TR
3. Identify five approaches to navigating social justice discourse in practice settings

## **Give me an A – T – R – A! What does that spell?**

Betsy Kemeny, Tracey Crawford, Brent Wolfe

**Description:** Are you new to ATRA or someone who isn't familiar with what ATRA is about and what we are doing for recreational therapists? Join us for a time with the incoming President and President-Elect to learn the exciting and profession-changing things that ATRA is doing on your behalf. Be challenged on what you can do to make a difference and get more involved.

**Outcomes:** Participants will be able to:

1. Describe 3 initiatives that ATRA is involved in on behalf of recreational therapists
2. Explain the role and benefits of a professional association
3. Identify 3 opportunities for involvement and engagement within the profession

## **Nature in the Workplace: Professional Self-Care for Recreation Therapists**

Shelagh Smith

**Description:** The leafy green world that we inhabit is so easy to take for granted, and yet research shows that if we pay attention to nearby nature, we feel better and function more effectively. Discover simple, enjoyable strategies for noticing nearby nature that fit your worksite, work schedule and your personal preferences. This evidence-based, professional self-care practice is quick, easy and playful. Best of all: you're likely to feel the benefits right away!

Upon completion of the session, participants will be able to:

1. Distinguish between spending time in nature and paying attention to nearby nature
2. Identify 3 evidence-based benefits of paying attention to nearby nature as a professional self-care practice
3. Implement 3 readily available sensory nature practices at their worksite

## **Creating and Maintaining an Active Chapter**

Brett Wolfe & Tracey Crawford

**Description:** Are you involved in a state recreational therapy organization or thinking about starting one? Join ATRA's Executive Director and the Incoming President to learn how to create and maintain a viable chapter that empowers recreational therapists in your state. Learn ways to build relationships and network. Steps to beginning a new chapter will be presented, as well as ideas for engaging your chapter membership. Hear more about what ATRA is doing to support and collaborate with the state organizations.

Upon completion of this session, participants will be able to:

1. Describe the steps to form an ATRA affiliated state chapter
2. Identify three (3) benefits of becoming an ATRA chapter
3. Articulate three (3) ways to develop an active ATRA chapter

## Practice/Setting Sessions

### **The Impact of Social Isolation on Elders: Covid-19's Lasting Legacy**

Karen Carnicello Wenzel

Description: Although there is wide variation in approaches to measuring social activity and social networks, a preponderance of evidence suggests social isolation contributes to cognitive decline in aging. In light of social distancing, and the protective measures instituted during the Covid-19 pandemic, many elders have experienced extreme social isolation, and a sudden decrease in social activities. In this session we will review the research on social isolation and cognitive decline, and explore the impact this has had, and will have on older adults. Additionally, we will celebrate the ways in which recreational therapists creatively and innovatively responded to the needs of elders residing in the community and in long term care facilities during the pandemic.

Upon completion of the session, participants will be able to:

1. Summarize the systematic and meta-analysis research on the role of socialization in the prevention and/or delay of cognitive decline in older adults, including strategies for measuring social activity and social networks
2. Identify the impact Covid-19 had on socialization and social activities for elders due to social distancing, prohibition of visitors, and other safety measures implemented to prevent the spread of the virus among the most vulnerable population, and the preliminary information available on the impact this has had on cognitive function in older adults
3. Discuss recreational therapy interventions implemented during the pandemic, lessons learned, and applications for future practice

### **The Umbrella of Dementia Diagnoses: Learning the Different Types of Cognitive Impairments for Older Adults and Ways to Implement Strengths-Based RT Interventions**

Kaitlin E Mueller

Description: Dementia is a common diagnosis for clients in various RT settings. However, the specifics on each type of dementia may be helpful to educate RTs who serve this population. This presentation will allow RT practitioners to learn different types of cognitive impairment diagnoses for older adults. We will further discuss practical ways to implement RT services using strengths-based approaches for each specific diagnoses. This informative, discussion-filled session will leave you equipped and motivated to better serve the older adult population!

Upon completion of the session, participants will be able to:

1. Verbalize 5 different diagnoses of dementia or other cognitive impairments by the end of the session
2. Describe the skills needed to implement 3 evidence-based interventions specific to 3 different dementia diagnoses by the end of the session
3. Explain 2 modifications for 2 evidence-based interventions specific to dementia diagnoses by the end of the session

## **Sexuality and People with Intellectual Disability**

Ivanka Simic Stanojevic, Jennifer A. Piatt, & Cedomir Stanojevic

Description: This session focuses on the phenomenon of sexuality and how it transfers to individuals with intellectual disability (ID). The presenters will provide information on contemporary scholarly work identifying what healthy sexuality is, as well as provide information on the perceptions of caregivers and educators towards the sexuality of these individuals. This involves the notion of common prejudices and stereotypes that are rooted in a problem-based perspective and how these points of view affect individuals' identity, self-esteem, and general well-being. Those attending will gain knowledge on sexuality issues for people with ID, especially knowing that even though American School Health Association (2003) posited that students with disabilities need to have "developmentally appropriate, quality, comprehensive, medically accurate and skills-based sexuality education in grades K–12" (p. 1) only 53-56% of individuals with ID were included in some form of sex education.

Research that focuses on the connection between recreational therapy and sexuality is limited and the guidelines for RT professionals when addressing the topics of sexuality of people with ID, are yet to be explored and identified. This session will address the unpreparedness reported by most educators while tackling this topic as well as increase knowledge on how to address limitations in both intellectual functioning and adaptive behavior of people with ID when encountered with topics such as sex, gender identities, and roles, sexual orientation, pleasure, intimacy, and reproduction.

Upon completion of this session, participants will be able to:

1. Identify the common misconceptions regarding the sexuality of individuals with ID
2. Articulate the significance of socializing agents and the support networks within ecological systems as one of the most important elements to healthy sexual maturation of individuals with ID
3. Identify the importance of sexual education for individuals with ID
4. Identify 3 RT clinical outcomes associated with sexual health and ID

## **Maintaining Resiliency in Behavioral Health; Persevering Through a Global Pandemic & Natural Disaster**

Katie Huffman & Mindy Brown

Description: As recreation therapists, we learn in school that there will be many barriers and uphill battles that will be presented in front of us while practicing. In my first year as a Recreation Therapist, I endured many challenges and faced many barriers that no amount of schooling could prepare me for. In this session, we will cover the resiliency in a trauma informed behavioral healthcare setting through a global pandemic and a natural disaster.

Upon completion of the session, participants will be able to:

1. Articulate two interventions that continue to highlight the importance of community service
2. Identify methods to decrease behavioral interventions with minimal external rewards
3. Identify two ways in which a practitioner can practice self care and work-life balance



## **Return to School and Community Following a Pediatric Mental Health Hospitalization, a Therapeutic Recreation Approach**

Jamie Sympson & Tyson Houpe

Description: A Therapeutic Recreation approach on facilitating the best practice for returning to school and community for children and youth following a pediatric inpatient mental health hospitalization. This presentation will provide education on the background of inpatient psychiatric admissions and TR's role in providing mental health services to youth and adolescents. The presentation will explore therapeutic interventions and training to support the return to school and community through linkage with community- based resources, services, and supports.

Upon completion of the session, participants will be able to:

1. Describe potential barriers to school and community reintegration following an inpatient pediatric mental health hospitalization
2. Identify three global recommendations made via literature review
3. Identify 2 therapeutic recreation interventions to assist with school and community re-entry

## **Going to Prison - By Choice!**

Debbie Robinson, Shelby Nellis, Danielle Mellor, & Michael Bassett

Description: Many students and therapists don't enter the field considering corrections as their preferred setting, however, working as a Recreational Therapist in corrections can be quite rewarding. Join us for a discussion about why RTs chose this work, what you need to know about yourself before you chose this setting, and how to work effectively with patients, inmates and correctional staff..

Upon completion of the session, participants will be able to:

1. State two elements of correctional RT that are different from other settings
2. Name two typical treatment interventions in correctional RT
3. Name three kinds of professionals you will find on a corrections treatment team

## **TR, EBP and Telehealth: How One Hospital Responded to the "New Normal"**

Jamie Sympson & Valerie Lazzara Mould

Description: This session will focus on how Nationwide Children's Hospital in Columbus, Ohio responded to the current pandemic and the changing need for programming and treatment interventions. This session will describe how evidenced based practice was used as a foundation to implement telehealth services that were not previous utilized. Discussion of the APIE process related to providing telehealth in the group setting will be included. This session will utilize lecture, examples of effective treatment modalities, dissemination of data and Q&A.

Upon completion of the session, participants will be able to:

1. Explain the importance of including EBP in program development and capturing results to prove the effectiveness of treatment provided
2. Identify a minimum of 2 methods for conducting telehealth services that meet age, diagnosis and learning styles of the patients

3. Describe how Nationwide Children's Hospital utilized the APIE process to develop telehealth programming and identify risks associated with telehealth treatment

## **History of Recreational Therapy in Nursing Home**

Tarah Loy, Jean Keller, & Dawn DeVries

**Description:** Understanding past events helps us make sense of our present situation and plan for the future. This is true for our personal lives as well as our profession. This session will explore the history of recreational therapy in nursing homes, explaining the history and regulatory process of nursing homes and the growth of recreational therapy in this setting. This session will describe opportunities and threats to RT practice in nursing homes, explain the impact of COVID, and look to future possibilities.

Upon completion of the session, participants will be able to:

1. Identify 3 significant events that shaped policy and regulations related to nursing homes
2. Describe the role and benefits of the recreational therapist in the nursing home setting
3. Explain 2 opportunities and challenges to RT in the nursing home setting

## **A Recreational Therapist approach to Cognitive Remediation with Psychiatric Disorders**

John Rhodes

**Description:** This session will discuss Cognitive remediation as a beneficial intervention technique for individuals with psychiatric disorders.

Upon completion of the session, participants will be able to:

1. Identify one benefit of the Slater approach
2. Identify one assessment tool for cognitive remediation
3. Identify one intervention to be utilized to implement this intervention

## **Practical Programming: Telehealth & COVID-19**

Leticia Gonzalez, Claire Winchester, & Hannah Manson

**Description:** In many programs and facilities, Recreation Therapy has been approved for Telehealth. RT's Must now quickly shift gears and provide therapy through a new system of service delivery. This presentation will support therapists in both the documentation and service delivery aspects of this transition. Participants will be provided with clear information on Telehealth and recreation therapy in Texas along with the assessment strategies, and a variety of interventions, tools and activities for use in the field.

Upon completion of the session, participants will be able to:

1. Identify 3 HIPAA compliant platforms for Telehealth service delivery
2. Describe how to assess a client for Telehealth services
3. Explain interventions/activities that can be used during a Telehealth session

## **Community RT Evidence-Based Practice Tips**

Ashley Bowen

Description: Implementing Evidence-Based Practice (EBP) can be intimidating and feels overwhelming at times. Community-based RT professionals may also feel there isn't enough time or enough access to resources to implement EBP into their programming and interventions. Utilizing EBP is an essential part of RT practice, and it is up to all of us to practice it. This session reviews some tips of how get a foundation of knowledge on how to implement EBP in a community setting to help make sure we are keeping up with the latest research based interventions and programs to best support our clients.

Upon completion of the session, participants will be able to:

1. Identify at least 3 reasons why EBP practice is important
2. Identify at least 2 ways to implement EBP into their work
3. Identify at least 3 resources for finding EBP/research articles related to community based RT

## **How to Address Community Based Inclusion During a Pandemic**

Andrea Griffin & Victoria Gonzalez

Description: Over the last few months we have endured lock downs, health crises and isolation due to COVID 19. As the country looks for new ways to continue on with everyday activities, community based RT is looking for new ways to ensure that access to inclusive recreation is still available. Through virtual assessments and modifications, success may be achieved in an inclusive setting.

In this session, participants will learn the core components of establishing a therapeutic decision process and assessment for participation in inclusive leisure programs during a pandemic. In addition to merging safety and the ADA in a world where they can effectively coexist.

Upon completion of the session, participants will be able to:

1. Distinguish their inclusion philosophy prior to COVID 19 while formulating a new one for use during COVID 19, identifying the shift and change within pre & post COVID 19 inclusion philosophies
2. Describe how to assess and identify inclusive modifications used prior to COVID 19 while developing and identifying inclusive modifications to be used during COVID 19
3. Categorize the core components used to develop an Inclusion Support Decision Process for use during COVID 19, to assist them with providing individualized inclusion support
4. Explain how to develop and implement a virtual assessment to ensure the safety aspect when providing inclusion support

## **Therapeutic Recreation and the Pandemic: How Ohio was Impacted by COVID-19**

Valerie Lazzara Mould, Wendy Maran, Jennifer Fultz, & Katie Basford

Description: The session will provide a brief overview of the history of higher education in TR/RT and a longitudinal study that has occurred over the past 50 years; current trends and the status of higher education in TR/RT related to students, faculty and positions, and curriculum (e.g. covering various degree levels including BS/MS

accelerated degrees, online instruction, numbers of courses, accreditation, etc.); where higher education in TR/RT may be heading in the future; and concerns, solutions, and ideas for the future in light of the effects from the pandemic. This discussion is needed profession-wide and is crucial to the future and advancement of the profession.

Upon completion of the session, participants will be able to:

1. Identify at least two historical trends from the past fifty years in higher education in TR/RT
2. Discuss at least two current and/or future trends in higher education in TR/RT
3. Provide an example of a concern and possible solution to address such a concern in higher education in TR/RT

## **Celebrating 30 Years of the Americans with Disabilities Act**

John McGovern

Description: 2020 marks the 30<sup>th</sup> anniversary of the ADA. Much has changed but there is still a long way to go to ensure equal access and inclusion for people with disabilities. Join attorney John McGovern to learn more about the ADA, where we have been, where we are going, and how you can serve as an advocate.

Upon completion of the session, participants will be able to:

1. Identify 3 way the ADA has impacted individuals with disabilities
2. Identify 3 opportunities for continued improvements under the ADA
3. Describe how to become an advocate for ADA issues and people with disabilities

## **Higher Education Sessions**

### **Are Students Thriving or Surviving?**

Heather Silander, Terry Mortier, & Jayne Yaczak

Description: As educators, we have often heard students make the following comments, “I’m just surviving,” “I don’t know how I am going to make it through this week/semester, etc.” “I am barely keeping my head above water.” As faculty in three different professional programs; therapeutic recreation (RT), occupational therapy (OT), and clinical laboratory science (CLS, we have a vested interest in knowing if students are thriving in our programs or if they are just surviving. Preliminary findings of this study will be discussed along with how it can be used to improve our programs to further support students’ thriving. Participants will identify strategies and changes to implement that can contribute to students’ thriving in a professional program. Developing resilient practitioners through the concept of thriving will also be explored.

Upon completion of the session, participants will be able to:

1. Describe “thriving” vs. “surviving” in the context of three professional programs
2. Identify factors in your program that support students “thriving”
3. Develop new strategies/tools to increase student “thriving”

## **Examination of One Approach to Continuing the Internship Process during the Time of the Pandemic**

Donna Lozano

Description: How do we continue to provide internships in a time where we are providing services remotely? Is it even possible? Yes, it is possible. Internships have to become remote learning opportunities with experiences and assignments tailored to provide interns with the ability to gain the exposure needed to acquire the introductory skills and knowledge for certification and entry into the field. True, it is not a fully “hands-on” experience, but recently many of us have had to learn how to provide services without being physically hands-on. The knowledge and experience we have gained in figuring out how to provide RT remotely is invaluable to students and may open up opportunities for providing RT to those under-served individuals who are unable to access a CTRS in person and to younger generations who are more at-ease with on-screen interactions.

Upon completion of the session, participants will be able to:

1. Identify the benefits of remote internships for students, programs and consumers of RT services
2. Identify avenues for providing the different aspects of remote internships
3. Describe the potential for advocacy, research and collaborative opportunities unique to remote internships.
4. Explain positive correlation between providing remote internships and reaching isolated and underserved populations

## **The Pirate Wellness Program: Developing a Virtual Recreational Therapy Internship at East Carolina University During a World Pandemic**

David P. Loy

Description: In response to academic and healthcare restrictions from the COVID-19 pandemic, the Pirate Wellness Program (PWP), a recreational therapy telehealth program was developed and implemented by ECU Recreational Therapy faculty to provide virtual services and interventions to quarantined individuals with disabilities. The primary purpose of the PWP was to offer a virtual internship program led by RT faculty. They first partnered with RTs in the community and parents and the program started in May 2020. Four students interned with the PWP and two different client groups, children with developmental disabilities and older adults, were provided RT services. The education session will provide an overview of the development, guidelines, meeting NCTRC internship requirements, programming, implementation, challenges, and successes of this virtual internship from the perspectives of the RT faculty supervisors, other RT faculty and community collaborators, student interns, participants, and parents. Current updates and future projections for the Pirate Wellness Program during and post COVID-19 restrictions will also be discussed.

Upon completion of the session, participants will be able to:

1. Define telehealth and at least one example of telehealth services in recreational therapy
2. Identify at least three steps and guidelines that were important to the development of the RT virtual internship in connection with an academic program
3. Discuss at least two challenges and two successes as reported from the perspectives of those directly involved in the RT virtual internship

## **Fifty Years of Trends and Issues in TR/RT Higher Education**

Cari Autry, Stephen Anderson, & Syd Sklar

Description: The session will provide a brief overview of the history of higher education in TR/RT and a longitudinal study that has occurred over the past 50 years; current trends and the status of higher education in TR/RT related to students, faculty and positions, and curriculum (e.g. covering various degree levels including BS/MS accelerated degrees, online instruction, numbers of courses, accreditation, etc.); where higher education in TR/RT may be heading in the future; and concerns, solutions, and ideas for the future in light of the effects from the pandemic. This discussion is needed profession-wide and is crucial to the future and advancement of the profession.

Upon completion of the session, participants will be able to:

1. Identify at least two historical trends from the past fifty years in higher education in TR/RT
2. Discuss at least two current and/or future trends in higher education in TR/RT
3. Give an example of a concern and possible solution to address such a concern in higher education in TR/RT

## **EDUCATIONAL SESSIONS – 90 MINUTES (.15 CEUs)**

### **Intervention Sessions**

#### **The Experiential Experience: Building Self-Confidence and Leadership through Experiential Therapy in a Behavioral Health Setting**

Lindsay R. Bedlion & Melissa Nichols

Description: This session will be focus on experiential therapy, its applications and uses in Recreational Therapy. This therapy takes the client out of the normal therapy setting to gain knowledge and skills that they can utilize to lead a better quality of life. This session covers challenge/ropes courses, adventure programs, and animal assisted programs, among others. Throughout this session, participants will gain working knowledge on how experiential therapy can be utilized in Recreational Therapy programs in a behavioral health setting.

Upon completion of the session, participants will be able to:

1. Define experiential therapy and verbalize how it is facilitated
2. Define and describe 5 types of experiential therapy programs
3. Identify and describe 3 ways behavior is affected by participation in an experiential therapy program
4. Discuss the benefits of using experiential therapy in a Recreational Therapy program a behavioral health setting

#### **Examining Caregiver Perspectives on a Therapeutic Day Camp Through the Lens of the Flourishing Through Leisure Model**

Abigail Lee Greer

Description: This presentation covers the creation of Camp RAD (Recreation for Adolescents with Disabilities) and the use of the APIE process in a camp setting. Specific focus will be given to a study that analyzed qualitative data on caregiver's perceived benefits of a therapeutic camp on well-being using the Flourishing Through Leisure Model. Practitioners will gain an understanding of the population served by Camp RAD, the assessment, planning, and evaluation of a camp program, and using a model to design, deliver, and evaluate RT services. Camp RAD is partnered with Georgia Southern and uses students as the caregivers during camp. Students assess and create individual treatment plans (ITPs) for each camper under their care. The design of camp provides the ability for students to gain hands on experience connected to their curriculum. This session provides an outline of using a camp program paired with college curriculum to provide therapeutic services in a community setting

Upon completion of the session, participants will be able to:

1. Identify 3 benefits of using the WHO ICF in Recreational Therapy Practice
2. Identify 2 ways to examine a Recreational Therapy program using the framework of the Flourishing Through Leisure Model
3. Name 3 benefits of participating in a Recreational Therapy based camp identified in the study

## **Yoga as a Therapeutic Modality and the Facilitation of Yoga Therapy**

Alicia Pola, Brandi Crowe, Tania Santiago Santiago-Perez, Marieke Van Puymbroeck, Arlene Schmid, & Abby K Wiles

Description: Recreational therapists often use yoga as a therapeutic modality when targeting physical and psychosocial outcomes among patient populations. Thus, it is important that recreational therapists understand the differences between the use of yoga as a modality versus the facilitation of yoga therapy. This session will introduce attendees to (a) yoga as a modality in recreational therapy; and (b) yoga therapy, and the Certified International Association of Yoga Therapy (C-IAYT) credential. Results from two research studies exploring how and why recreational therapists' and C-IAYTs' use yoga in clinical practice will be discussed. Attendees will learn about the benefits and opportunities associated with recreational therapists obtaining the C-IAYT credential, as well as the eligibility requirements and educational competencies required for becoming a C-IAYT. The potential for co-treatment between recreational therapists and C-IAYTs will also be discussed.

Upon completion of the session, participants will be able to:

1. Describe two differences between yoga therapy and yoga as a modality in recreational therapy practice
2. Identify the eight steps required for obtaining the International Association of Yoga Therapists yoga therapist (C-IAYT) certification
3. Identify two benefits associated with obtaining the C-IAYT credential
4. Identify two benefits of collaboration between yoga therapists and recreational therapists

## **Taking the Virtual Road to Community Participation: A Tool to Facilitate Transition from the Psychiatric Inpatient Setting to the Community**

Gretchen Snethen & Gena Bell Vargas

Description: For individuals transitioning out of inpatient mental health settings, participation in the community can provide an opportunity to support continued recovery and prevent rehospitalization. Interventions to promote community participation within inpatient settings are challenging. Given the short stay and limited communication between inpatient and outpatient providers. Virtual reality is an increasingly accessible tool that can be used to explore one's community and develop a post-discharge participation plan based on one's interests, available resources, and neighborhood. This session will describe how to develop and implement a virtual reality intervention designed to prepare for meaningful community participation post discharge.

Upon completion of the session, participants will be able to:

1. Describe how to create a sample treatment plan for VR
2. Identify 3 client goals to achieve during a VR intervention
3. Explain how to develop a discharge plan based on a VR intervention

## **Chair Chi: Seated Tai Chi for the Movement Impaired Populations**

Pat Griffith

Description: Chair Chi is a gentle exercise program developed by Pat Griffith to help people receive the benefits of traditional Tai Chi Chuan in the comfort and safety of their chair. This allows people who cannot stand or do not feel confident with their balance, to participate.



Upon completion of the session, participants will be able to:

1. Explain 3 warm up and cool down (Chi Gung) exercises
2. State 2 stretching, self massage and breathing techniques of Chair Chi
3. Describe the Chair Chi form with benefits

## **Development of a Comfort Room in an Acute Behavioral Health Setting**

Mindy Brown

Description: This session will provide an overview of the development of a Comfort Room on a 16 bed Acute Adolescent behavioral health unit. The session will explore the planning process, safety considerations, staff/patient education, practical transition of skills to the community, and the preliminary evaluation of the program's perceived effectiveness.

Upon completion of the session, participants will be able to:

1. Identify 2 safety considerations for the development and implementation of a Comfort Room
2. Identify and describe 3 methods in which the Comfort Room encourages independence of emotional regulation
3. Identify how the use of experiential learning promotes patient autonomy

## **Integrating Nature and Forest Therapy as an Innovative Recreational Therapy Intervention into the Recreational Therapy Process**

Namyun Kil

Description: The session will introduce the therapeutic intervention of nature and forest therapy (NFT) known as forest bathing (i.e., slow mindful and sensory immersion in nature; 'shinrin-yoku' in Japanese; 'sanrim-yok' in Korean), which is still relatively unknown as an enabler of well-being in the recreational therapy field (though established in some Asian cultures). A session presenter will discuss differences and similarities between simply hiking and a well-planned NFT intervention, followed by differences and similarities among various NFT interventions implemented in Asian and western countries. Empirical evidence on the effectiveness of NFT interventions on various health and well-being domains (e.g., physical, physiological, affective, social) will be provided to session attendants. Guidelines for integrating NFT interventions with a standard sequence into recreational therapy processes (i.e., APIE) and implications for the processes will be discussed. Also, opportunities to engage in NFT interventions will be provided. The overall session will support an evidence-based practice for multi-dimensional health and well-being outcomes among individuals with various health problems (e.g., ADHD, PTSD, depression, OCD, CP, dementia).

Upon completion of the session, participants will be able to:

1. Verbally state two differences and similarities between hiking and nature and forest therapy (NFT) intervention
2. Identify three benefits of NFT interventions being implemented in various countries
3. State five steps to implement a NFT intervention with a standard sequence developed in the U.S.

State three diagnostic groups of TR clients that would potentially benefit from NFT interventions

## Professional Practice Sessions

### **Choosing a Filter: How Our Worldviews Impact Facilitation, Practice, and Social Justice**

W. Thomas Means

Description: Justice, the fourth principle of ATRA's Code of Ethics, mandates we serve our clients fairly and equitably. Our worldview, or how we make sense of the world, influences the manner in which we serve our clients. In this session, participants will examine the impact our worldviews have on facilitation, practice, and social justice. Attendees will participate in an experiential learning activity to understand how worldviews may influence each component of the APIE process and then engage in an interactive discussions on how they can leverage their understanding of worldviews to contribute to social justice.

Upon completion of the session, participants will be able to:

1. Define four paradigms: (1) Positivism, (2) Constructivism, (3) Critical Theory, and (4) Disability Theory
2. Describe how worldviews may influence each component of the APIE process
3. Describe two ways worldviews can influence social justice.

### **Tools for Transformation: Intervention Design During Pandemic Conditions**

Susan Ross

Description: Individuals, communities, and the world are in the midst of a life-changing process, moreover, a transformation. This session introduces research about the process of transformation, helps you to assess your clients' needs based on their location in the process, and identifies interventions that address conscious and unconscious needs that stem from three underlying conditions exhibited in the pandemic.

Upon completion of the session, participants will be able to:

1. Identify the psychological purpose of the upper and lower cycles of transformation
2. Verbalize 3 transformative conditions inherent to the pandemic that can incite client need for RT interventions
3. Recognize 3 specific RT interventions that can mitigate pandemic-related biopsychospiritual problems

### **ConnectionsRx: Connecting to the Community while Physical Distancing**

Gretchen Snethen

Description: Stay-at-home orders and physical distancing made engagement in the community and participation in meaningful activities difficult. Social connections, recreation participation, and community engagement are critical for health and well being. This session describes the intervention program, ConnectionsRx. Developed by the Temple University Collaborative on Community Inclusion, ConnectionsRx features two intervention components: (1) a one-to-one supports intervention designed to assess interests and familiarity with technology in order to develop and support an individualized participation plan; and (2) a Facebook support group.

Upon completion of the session, participants will be able to:

1. Identify relevant populations for ConnectionsRx
2. Identify 3 clinical outcomes of ConnectionsRx
3. Develop an outline for implementing ConnectionsRx with the chosen population

## **Recreation Therapy Essential during the Pandemic of 2020**

Kathryn Jones

Description: During the pandemic a lot of services were deemed as essential. For the first time since my 25 years as a recreation therapist, recreation therapist and internship students were not told to go home and be safe. A very broad discussion of the awakening of added value of recreation therapy provided to humanity as a whole. The time has arrived for the profession of recreation therapy to "ride the wave", to keep the momentum going, to support and help spread the word on the irrefutable contribution of recreation therapy bring non-pharmaceutical support to health, to help to sustain homeostasis and peace. An inner look at a program that was developed and implemented utilizing health to provide touch points for senior citizens.

Upon completion of the session, participants will be able to:

1. Discuss the added value of recreation therapy to home bound elderly individuals
2. Implement steps to engage participates in distant programming
3. Assess the current state of recreation therapy during the pandemic

## **Spirituality in Recreational Therapy Practice: Helping People Create Meaning, Joy, and Awareness**

Lynn Anderson & Cathy O'Keefe

Description: The spiritual domain of human functioning is critical to overall well-being and an important area of focus for recreational therapists. In this session, we will define spirituality, understand its role in health and well-being, and examine ways that recreational therapists can facilitate spiritual well-being in the people we serve. Lastly, we will explore specific interventions and environmental modifications that can help build spiritual well-being.

Upon completion of the session, participants will be able to:

1. Define the spiritual domain of human functioning in a strengths approach
2. List at least 3 ways that spirituality builds well-being and human flourishing
3. List at least 5 interventions and approaches to build spiritual well-being from an ecological perspective

## **Innovative Service Delivery for the Digital Age**

Rachel Keyworth & Angela Veatch

Description: The state of the world has altered the way we live, work, socialize and engage in leisure. TR interventions have the capability to thrive during these changing times. We as professionals aspire to improve the well-being of the whole-person and in doing that, TR can impart lasting change. If we are able to look at TR/RT programming through a slightly different lens, we can help participants maintain their sense of well-being by delivering outcome driven interventions suitable for this new digital age of recreation and socialization. The need for leisure education and meaningful activity is at an all time high. This session will challenge you to level-up your programming and view technology as a method for keeping participants

connected, motivated, and thriving through the use of recreational activities. In order for continued advancement of our profession, we must embrace virtual recreational techniques to reach our participants through barrier-free service delivery.

Upon completion of the session, participants will be able to:

1. Explain a new approach to TR service delivery method(s)
2. Describe how to make activity modifications suitable for a virtual recreation approach to leisure
3. Explain how to facilitate virtual TR/RT sessions using techniques introduced during the session

## Practice/Setting Sessions

### **Recognizing Substance Use Disorders and Providing RT Services to Older Adults with Substance Use Disorders in Long Term Care Settings**

Jason Page & Jamie Hoffman

Description: Between 2010 and 2030, it is projected that the number of older adults in America will increase from 40.3 million to 72.1 million. The aging of the American population has created a sense of urgency among LTC providers as they begin to realize the scale of substance use and misuse among older adults. Indeed, between 2006 and 2020 rates of diagnosed substance use disorder among older adults more than doubled from 2.8 million to 5.8 million. Against this backdrop, this presentation will explore trends and substance use behaviors among older adults including medical marijuana and the controversy that surrounds it in LTC. The presentation will consider treatment outcomes and approaches as well as their efficacy when used with older adults. Finally, this session will explore the role RT's can play in helping meet the needs of individuals in active substance use, early recovery, or sustain recovery, within LTC settings.

Upon completion of the session, participants will be able to:

1. Identify at least two factors driving changes in substance use trends among older adults in the United States
2. Identify at least 3 ways that aging changes substance use patterns, behaviors, and diagnostic appearance
3. Identify at least four risk factors for developing SUDs among older adults
4. Identify at least two treatment approaches that can be used with older adults who have SUDs and describe broad treatment outcomes for this population in comparison with other age groups.

### **Villages: The Why Behind**

Alexis Carswell Bell, Lauren Hentz, Tyeshia Spann, & Kanisha Brown

Description: Youth Villages, a national leader in the implementation of research-based treatment philosophies in the field of children's mental and behavioral health for 30+ years. Youth Villages' Residential Treatment programs serve children and adolescents with emotional and behavioral problems. The Certified Therapeutic Recreation Specialists at Youth Villages West Tennessee Campus' engage youth in evidenced-based therapeutic activities such as group initiatives, therapeutic drumming, canoeing/kayaking, yoga, aquatics, etc. These interventions provide the

youth with an opportunity to develop skills in the areas of communication, problem-solving, emotional regulation and self-confidence. This session will provide participants with an overview of the "Why Behind" Youth Villages service as well as taking a deeper dive into the next practices for therapeutic recreation services in children's and adolescents' mental and behavioral health settings.

Upon completion of the session, participants will be able to:

1. Describe a philosophical principle utilized for therapeutic recreation services within a residential treatment setting
2. Identify at least three evidence-based practices for children and adolescents with mental and behavioral disorders
3. Explain how to practice an evidence-based intervention used to maximize the therapeutic benefit of recreation services provided

## **Building Resilient Youth Through Recreational Therapy**

Lindsey Kirschbaum & Allie Thomas

Description: Recreation therapists should become an agent of positive change for youth we serve. To promote change we must first understand the entire person by focusing on strengths and the promotion of resilience during adversity. The understanding of resiliency as both a paradigm and theory can help build a reflexive practice for all practitioners working with youth. In this session, we will dive into resiliency as a theory. In the development we will look through a different lens to promote resilience using recreation and leisure interventions while working to develop a better understanding of societal norms placed on all youth.

Upon completion of the session, participants will be able to:

1. Describe research on resiliency theory
2. Identify three benefits of using resilience as a framework in recreational therapy services
3. Provide three examples of promotive and/or protective factors of resilience theory

## **Higher Education Sessions**

### **Digital Competency for Students, Practitioners, and Faculty: Zooming Together**

Jo Ann Coco-Ripp & Dolly Williams

Description: How many of us had been heavily into Zooming in the past? Now it seems it is part of our everyday vocabulary. We are having family gatherings, meeting clients, and providing education in the digital world. As practitioners of recreation therapy, one claim we had was providing personal interaction, the hands on approach. Suddenly we are challenged to develop rapport using a new technological approach or learn new skills. As faculty we strive to provide learning for future practitioners. Students must reframe approaches to learning within a very short time span. This session will suggest some basic digital competencies for student learning while in school and for continuing education for practitioners. The session will also recommend learning outcomes for the emerging professional recreation therapist.

Upon completion of the session, participants will be able to:

1. Identify one new learning outcome for recent graduates in TR/RT undergraduate programs
2. Define three new terms associated with digital competency related to TR/RT in a small group discussion
3. Explain how to engage in digital methods of communication