

APPRECIATE THE VINTAGE
CELEBRATE THE NEW HARVEST



TRO-AGED 20 YEARS

1999-2019

20th Annual Therapeutic Recreation Ontario Conference

Crowne Plaza Hotel, Niagara Falls

May 29th – 31st, 2019

“PCC and CEU pre-approval is in progress. TRO, ATRA and NCTRC cannot guarantee that every session offered for this continuing education opportunity will be granted PCCs or CEUs.”



TRO 2019 PROGRAM AT A GLANCE

Therapeutic Recreation Ontario
20th Annual Conference
May 29th – 31st, 2019
Niagara Falls, Ontario

Tuesday May 28th

7:00 – 8:30 pm	Registration
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Wednesday May 29th

9:00 – 10:30 am	Registration and Refreshments				
10:30 – 11:00 am	Welcome and Announcements				
11:00 – 12:00 pm	Keynote: From Ageism to Social Consciousness: To Dream the Impossible Dream PK Beville				
12:00 – 1:30 pm	Lunch and TRO Annual General Meeting				
1:30 – 3:00 pm	W1 Can Empathy Be Taught: Its Importance in all Aspects of Care	W2 Engaging and Supporting a Complex Population	W3 Expressive Arts in MH: The PeaceLove Program	W4 Identifying and Overcoming Barriers to Writing for Publication	W5 Family Caregiving - From Theory to Practice
3:00 – 3:30 pm	Break				
3:30 – 5:00 pm	W6 Here's to the Dreamers: Unlocking Dreams often Hidden or Forgotten	W7 Supporting Youth Identity and Narrative Reconstruction in TR Mental Health Services	W8 Exploring Uncharted Territory: Bringing TR to an Acute Care Trauma Unit	W9 The Art (and Science) of Grant Writing	W10 Abilities Centre: A Holistic Approach to Pre-Employment Skills for Youth with Disabilities
6:00 – 6:30 pm	Welcome Social for 1 st time Conference Attendees and Students (pre-registration only) – Rainbow Salon				
6:30 pm	<i>Appreciate the Vintage, Celebrate the New Harvest: TRO's 20th Anniversary Dinner and Awards Gala</i> Prime Steak House – 10 th floor				

Thursday May 30th

7:30 – 9:00 am	Registration and Breakfast				
8:00 – 3:00 pm	Vendors Trade Show				
8:45 – 9:00 am	Announcements				
9:00 – 10:00 am	Keynote: Inclusion through Song: Celebrating Diversity and Belonging Momentum Choir				
10:00 – 10:30 am	Break				
10:30 – 12:00 pm	T1 Behavioural Supports Ontario's Implementation of the Specialized Social Therapist & Collaboration with Recreation in LTC Homes	T2 Happy Habits: A Program Overview of Using Positive Psychology to Inform TR Interventions in MH	T3 Implementing a Music and Memories Program in LTC: Lessons from our Process	T4 TR in LTC: Where We've Come From and the Places we Can Go!	T5 Sharing Perspectives and Self-Care Strategies from Practitioners Working in Nature-based Settings
12:00 – 1:30 pm	Lunch				
1:30 – 2:30 pm	T6 Diversity, Aging, and Living in LTC Homes: Considerations for Leisure/Care Practitioners	T7 Research Papers on Mental Health (Two 30-minute presentations)	T8 Empowerment & Equality in LTC: Residents Leading the Way	T9 Registration Designation Evaluation Project	T10 Developing Standards of Care for TR: Benefits and Challenges
2:30 – 3:00 pm	Break				
3:00 – 4:00 pm	T11 Aging: Updates and Networking	T12 Mental Health: Updates and Networking	T13 Community / Private Practice: Updates and Networking	T14 Professional Practice Leaders: Updates and Networking	T15 Pediatrics / Youth: Updates and Networking
4:30 – 7:00 pm	DIY Rustic Sign Making *	Winery Bus Tour *	Hornblower (formerly Maid of the Mist) *	Clifton Hill Package *	Niagara Brewing Co. *
7:00 – 8:30 pm	Dinner on Your Own				
8:30 pm	Hard Rock Club Social 5705 Falls Avenue				

* Please meet in the **hotel lobby** by **4:20 pm** on Thursday afternoon for all Re-Create sessions

Friday May 31st

7:30 – 9:00 am	Registration and Breakfast					
8:45 – 9:30 am	Announcements, Closing Remarks and 2020 TRO Conference Reveal					F11 TRACKS - Train-the-Trainer. An evidence-based peer-mediated approach to promote inclusion and meaningful social interactions
9:30 – 10:30 am	F1 Emerging Technologies: Virtual Reality and The Impact on Older Adults Living in LTC	F2 Recreation Therapy and Behaviour Therapy: A Collaborative Approach to Behaviour Management	F3 Surfing Seniors: Teaching Seniors how to Navigate the Computer and Internet	F4 The Power of the Pause: Therapeutic Benefits of Silence	F5 Trauma-Informed TR Practice: Self-Compassion as a Key Feature of TR Service	
10:30 – 11:00 am	Break					
11:00 – 12:00 pm	F6 A Point Click Care Documentation Transition: A Journey Towards Person-Centred Care	F7 The Evolution of Virtuous Leisure	F8 The Pen Pal Project: Intergenerational Letter Writing for Well-Being	F9 Assessing the Effectiveness of Assessment Tools for Persons Experiencing [Dis]abilities	F10 Community-Based TR-supported Aquatic Program for People with Disabilities	NOTE: This half-day workshop takes place at the Niagara Children's Centre
12:00 pm	Tim Horton's Gift Cards to Go					

Wednesday May 29th

11:00 am – 12:00 pm

KEYNOTE



From Ageism to Social Consciousness: To Dream the Impossible Dream

We shake our heads when we hear about injustices experienced by our aging counterparts. We watch in horror when the news covers another story about abuse of an elder. We even share posts with our friends about the tragedy of dementia. Most of us stop there. This is the story of how to put a stake in the ground, stand up for the rights of aging and get your community engaged. It's the story of perseverance and dedication to a cause much bigger than ourselves. The nay-sayers and the affirmers. The living examples and the teachable moments. Join us as we explore how our own personal stories play a part in how we set the stage around us and whether that stage is inclusive or exclusive.

P.K. Beville founded Second Wind Dreams, an internationally-known non-profit organization created to change the perception of aging through the fulfillment of dreams and the offering of educational programs to help caregivers understand the physical and mental challenges facing those with dementia. Established in 1997, Second Wind Dreams is the first organization to focus on granting dreams for elders living in long term care in the United States. Beville believes dream fulfillment increases our understanding and empathy toward elders and plays an important role in giving them a *Second Wind*. Beville took a bold step into the world of geriatrics by creating the internationally acclaimed Virtual Dementia Tour (VDT). Experienced by three million people in 20 countries, the Virtual Dementia Tour is used as a tool to train professional caregivers, family caregivers, staff and physicians in eldercare communities, hospitals, colleges, universities, government agencies, community leaders and first responders to help develop dementia-friendly communities worldwide. Beville holds a B.S. Degree in Psychology from Georgetown College, a master's degree in Clinical Psychology from Eastern Kentucky University, and her PhD in Gerontology.

Upon completion of this session, participants will:

1. be able to define ageism
2. identify at least 2 ways that TR practitioners can challenge ageism
3. identify at least 2 allies in practice that can support efforts to build an inclusive society

Wednesday May 29th

1:30 – 3:00 pm

W1 - Can Empathy Be Taught: Its Importance in All Aspects of Care

PK Beville, Second Wind Dreams

We all know *that* person. The one who is abrupt, pushy even when caring for someone with a physical disability or cognitive loss. They even complain that they can't get the client to do much. On the other hand, we know the person who gets clients to do almost anything. They reinforce, support, are patient and understanding. When looking at the therapeutic outcomes achieved, the first person has trouble but the second one meets and exceeds the therapeutic outcomes. So besides being abrupt versus a supportive therapist, what is the thing that sets them apart? It's empathy. Therapeutic Empathy makes all the difference, but can it be taught in order to achieve positive outcomes? We will answer that question and learn how to nurture it in practice.

Upon completion of this session, participants will:

1. identify 2 TR behaviours that undermine and sabotage empathic care
2. learn 2 strategies to identify empathic care in practice
3. provide 2 examples of ways that empathic care will positively affect therapeutic outcomes

W2 - Engaging and Supporting a Complex Population

Tania Auer, Casey House

Located in downtown Toronto, Casey House is Canada's first and only stand-alone hospital that provides care and support for people living with HIV/AIDS. Since opening its doors in 1988, Casey House has witnessed increased complexity in the health of its clients, and in 2008, an explicit harm reduction policy was implemented. Today clients are living with an average of 5 comorbidities, many of whom also experience mental health and substance use challenges. This trend is occurring across Canada with increased complexity in physical, mental health, and substance use disorder diagnoses being noted in a variety of settings, often concurrently. This session will explore common engagement challenges experienced by the interdisciplinary team at Casey House, and potential engagement strategies for consideration and discussion amongst participants. Suggested further professional development opportunities to support healthcare work within complex populations will be provided, including motivational interviewing and mindfulness meditation.

Upon completion of this session, participants will:

1. identify up to 4 service challenges that may arise when engaging with a complex client population
2. identify up to 7 service strategies that may facilitate engagement within a complex client population

3. understand 2 ways that motivational interviewing and mindfulness meditation, as professional development opportunities, may support healthcare professionals' engagement within a complex client population
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W3 - Expressive Arts in Mental Health: The PeaceLove Program

Grace Williamson and Julie Murray, Ontario Shores Centre for Mental Health Sciences

In this presentation, we review the current evidence base for expressive arts programming in the field of mental health. We will also introduce the PeaceLove program as an expressive arts modality and provide an overview of its history, mission, and interventions. We will discuss future opportunities for PeaceLove within the context of Recreation Therapy and highlight our current initiatives exploring the impact of the PeaceLove programming on personal recovery of participants.

Upon completion of this session, participants will:

1. identify 3 research findings specific to the impact of expressive art programming on participants' mental wellness
 2. be able to describe the mission of the PeaceLove and how it supports mental health
 3. identify 2 PeaceLove interventions at Ontario Shores Centre for Mental Health Sciences
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W4 - Identifying and Overcoming Barriers to Writing for Publication

Kimberly Lyons, TRPR – Journal of TRO

In past TRO conference sessions hosted by members of the TRPR – Journal of TRO team, TR practitioners have identified barriers to writing for publication including fear, perceived lack of writing skills, time, resources, and lack of support from management. In this session Kimberly Lyons, Editor of TRPR – Journal of TRO, will guide an exploration of these barriers after which delegates will discuss ways to overcome barriers so that they may contribute to the ongoing development of the TR profession through TRPR – Journal of TRO. This session will focus on advocating for the development of the TR profession through practitioner contribution to research and writing. TR PPL's and management are encouraged to attend.

Upon completion of this session, participants will:

1. be able to list and describe 5 barriers to sharing knowledge through writing and publication
 2. be able to list 5 ways that they can potentially overcome barriers to sharing knowledge through writing and publication
 3. have formed a draft plan to take to their team to discuss and advocate the importance of writing for publication in the TR literature
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W5 - Family Caregiving - From Theory to Practice

Michelle McClure, Ability Online and Jaymieson O'Neill, Niagara Children's Centre

This session will showcase a unique research-informed partnership in practice. Grounded in therapeutic recreation principles and practices, the inclusive and supportive online community, Ability Online (the first social media platform for young people with disabilities founded in 1990) inspires, motivates and assists young people with disabilities in reaching their full potential and offers parents a network of support and resources to enhance their own personal well-being. Jaymieson O'Neill conducted research on understanding how parent caregivers create well-being in their busy, highly demanding and unpredictable lives. The results of this research are known as the "*Ingredients to Living Well*". These four ingredients can be used to offer parents of children living with disabilities ways to facilitate positive emotion, meaning making, companionship and overall a shift in perspective from challenge to opportunity or difficulty to strength. Grounded on the same principles, see how these two programs are now collaborating to maximize the support provided to families of children with disabilities.

Upon completion of this session, participants will:

1. identify the mission statement of Ability Online
2. describe the 4 "ingredients to living well"
3. explore 4 online components of Ability Online that can be used to cultivate the strengths and capacities of young people with a variety of disabilities/health challenges

Wednesday May 29th

3:30 – 5:00 pm

W6 - Here's to the Dreamers: Unlocking Dreams Often Hidden or Forgotten

PK Beville, Second Wind Dreams and Christine Wilkinson, Niagara College

Older adults and people with disabilities are the first ones to let go of their dreams and most people never explore the dream again. It has been said that people who stop dreaming, stop living; that is until TR becomes a part of their lives. Together we will discover how to open the minds of our clients and encourage them to dream again. Once a dream is discovered, we will learn how to weave the dream not only for the client, but also for their families and the community around them.

Upon completion of this session, participants will:

1. conduct a 'Dream Discovery' case-study assessment
2. identify a minimum of 3 benefits and 3 challenges associated with fulfilling dreams of residents
3. explore examples of dreams carried out by TR students at Niagara College and identify at least 2 personal take-aways from these examples

W7 - Supporting Youth Identity and Narrative Reconstruction in TR Mental Health Services

Lauren Cripps and Colleen Hood, Brock University

Transition to adulthood can be a challenging time for most, it is a period when young people are maturing physically, emotionally and socially. It is also a critical time in which mental health issues can arise, and research supports that early intervention maximizes recovery for young people living with mental illness. This session will explore the principles of recovery, the unique qualities of the youth population, and an evidenced-based TR program designed to target positive identity development and narrative reconstruction. This session is intended to provide an opportunity for delegates to engage with evidence-based knowledge, further supporting TR practice as an essential service of the mental health care arena.

Upon completion of this session, participants will:

1. identify at least 3 principles of recovery for individuals with mental illness
 2. identify at least 3 strategies for supporting youth in TR mental health services
 3. identify at least 3 findings that support and promote TR service as essential in recovery-oriented health care
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W8 – Exploring Uncharted Territory: Bringing TR to an Acute Care Trauma Unit

Leanne Hughes and Amber Hall, Sunnybrook Health Sciences Centre

The advancement of Therapeutic Recreation into a new service delivery area is sometimes stagnated due to lack of knowledge and understanding of the possible benefits. This session will examine a pilot project to bring TR to two Acute Care Trauma Units at Sunnybrook Health Sciences Centre. Discussion will include instigating factors leading up to our proposal, as well as the actual proposal process. This session will describe how the implementation of TR brought with it both challenges and success stories. Evaluation is integral to any pilot project and our steps taken to evaluate the project will be discussed. Participants will be invited to share similar stories in an effort to advance the profession.

Upon completion of this session, participants will:

1. identify 2 instigating factors leading to the initiation of the proposal to bring TR onto two Trauma Units in Acute Care at Sunnybrook Health Sciences Centre
 2. describe 2 points of information included in the proposal put forward to seek approval for the pilot project
 3. identify 3 methods of gathering information to be included in the evaluation of the pilot project
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W9 - The Art (and Science) of Grant Writing

Colleen Whyte, Brock University and Neil Wilkinson, Mohawk College

Whether you're interested in writing a grant for an internal foundation or external agency, this session will help TR practitioners translate ideas into feasible projects. We will explore best practices related to grant writing, including knowing your audience, aligning the statement of purpose with proposed actions, budget writing and evaluation. Participants will have the opportunity to write a draft statement of purpose and rationale for a proposed TR grant, give critiques and edit their work based on feedback from others in the session. We'll also spend time considering the review process by ranking grant proposals. Please note - if you have a specific grant in mind already, bring any related documentation to the session.

Upon completion of this session, participants will:

1. identify 5 key elements of a strong grant proposal
2. write a draft statement of purpose and 250-word rationale for a grant proposal
3. demonstrate an understanding of the review process by ranking 3 grant proposals

W10 - Abilities Centre: A Holistic Approach to Pre-Employment Skills for Youth with Disabilities

Lyndsay Aitken and Carmen Joles, Abilities Centre

Abilities 360 staff work with youth from special education classes alongside youth from mainstream programs, teachers, and education assistants to strengthen and foster confidence, community connections, coping strategies, and independence among the youth by incorporating therapeutic recreation (arts, sports/fitness/ life skills and social recreation) into curriculum. Using a Life After School platform, students completed badges that correlated to specific job skills such as attention to detail, focus, and problem solving. This acted as an "online resume" which allowed the students to have an in-person interview with an employer who was identified as fostering inclusion and hiring people with disabilities. During this session, participants will explore the activities used for pre-employment, the process for working with the schools and the Life After School platform.

Upon completion of this session, participants will:

1. identify 5 activities related to pre-employment skills
 2. provide an example of how the TR approach enhanced education curriculum
 3. provide an example of how inclusion activities were beneficial for both mainstream and special education students
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Thursday May 30th

9:00 – 10:00 am

KEYNOTE

Inclusion through Song: Celebrating Diversity and Belonging



Momentum Choir is a highly disciplined, professionally facilitated performance choir based out of the Niagara Region, that consists entirely of musicians living with a disability. Momentum Choir started in 2007, with funding from the Ontario Trillium Foundation, in response to an important need in the community – the significant lack of programming available to members of the disability community, especially with regard to music and the arts.

As a Music Therapist, Mendelt Hoekstra recognized the importance that this type of programming plays with regard to creating opportunities for community involvement and social participation and, more importantly, the subsequent benefits they provide with respect to an individual's overall health and well-being. Specifically, he recognized the difference music and performance made to people with disabilities. It improved their lives by allowing them to overcome societal obstacles, improved their confidence and social skills, and also allowed members to tangibly give back to the community. He envisioned Momentum Choir as a means to foster a more inclusive society while filling an important societal gap. To this day, Momentum Choir showcases and nurtures the musical talent of people with disabilities. It serves as an artistic channel and empowers musicians with opportunities to showcase their abilities and communicate their love for music. Momentum has performed locally, provincially and internationally. It has also worked with over 80 different musicians, performed at 100 different events, spent over 1500 hours in rehearsals and performed for over 10,000 audience members.

TRO is thrilled to have Mendelt and members of the Momentum Choir share their music and their story about how the choir has made a difference in their lives and led to greater understanding, inclusion, and belonging.

Upon completion of this session, participants will:

1. identify a minimum of 3 benefits of being a member of Momentum Choir
2. identify 2 reasons why a group like Momentum Choir can foster a more inclusive community
3. learn 1 advocacy strategy for initiating a choir or other similarly disciplined music or art group

Thursday May 30th

10:30 am – 12:00 pm

T1 - Behavioural Supports Ontario's Implementation of the Specialized Social Therapist & Collaboration with Recreation in Long-Term Care Homes

Erin Apothecary and Meghan McMaster, Alzheimer Society of Chatham Kent

This session will describe the development of Behavioural Supports Ontario's (BSO) Specialized Social Therapist role and its focus on TRs important contributions in the reduction of responsive behaviours. We will examine responsive behaviours and their potential causes as they relate to residents living with dementia and/or mental health conditions in Long-Term Care Homes (LTCH). Together we will consider personhood and how program modifications can increase the inclusion of residents with responsive behaviours in meaningful, social and practical day-to-day programming. The session will include an experiential component involving fictional case studies and potential recreation recommendations based on personhood, skills, interests and responsive behaviours. Participants will be able discuss ideas and share current programming techniques in their LTCH that are successful with these and other marginalized populations.

Upon completion of this session, participants will:

1. describe 2 strategies to integrate/engage residents with responsive behaviours
2. provide 3 examples of how TR can assist with reducing behaviours for LTC residents (living with dementia and/or mental health conditions)
3. identify 2 potential causes of responsive behaviours in order to modify programming for better inclusion

T2 - Happy Habits: A Program Overview of Using Positive Psychology to Inform Therapeutic Recreation Interventions in Mental Health

Kelsey Perri and Megan Ransom, Niagara Health

Happy Habits is a structured 8-week program facilitated by Recreation Therapists in Outpatient Mental Health at Niagara Health. Interventions used within Happy Habits have also been woven into G.E.M. (Guiding Emotions Mindfully), a trauma-informed day hospital program. This presentation will provide an overview of the components of Positive Psychology that are used as the foundations of Happy Habits and will highlight how specific TR interventions are used with examples of the ways which they can be implemented. The set-up and structure of group, pre- and post-measurement tools, findings and reflections from program evaluations will also be presented.

Upon completion of this session, participants will:

1. identify 5 evidence-based TR interventions
 2. identify a pre- and post- measurement tool related to happiness
 3. demonstrate an understanding of using positive psychology to support TR practice
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T3 - Implementing a Music and Memories Program in Long-Term Care: Lessons from Our Process

Lezlie Leduc, Niagara Health, Anna Boric, Niagara Health/Brock University, and Julie Horton, Niagara Health

Responsive behaviours in people with dementia living in long-term care homes (LTCH) have been attributed to boredom, helplessness, and loneliness. The Music and Memory program brings personalized music, loaded on iPods and other digital devices, into the lives of older adults living in LTC homes and has been shown to increase engagement, foster spontaneity within institutional living, and reduce reliance on anti-psychotic medications. The purpose of this session is to highlight the work of an interdisciplinary healthcare team, led by members of the TR department at Niagara Health Extended Care Unit LTCH, who have been engaged in designing and implementing a Music and Memory program in partnership with Brock University over the past 2 years. Our session will highlight the state of research on therapeutic music programs in LTC and provide an overview of our project related to assessment, documentation, program development and implementation protocols.

Upon completion of this session, participants will:

1. identify 3 benefits of the Music and Memory program for residents through the presentation of best practice research on music in LTC
 2. demonstrate an understanding of the 5 steps to implementing the Music and Memory program by working through case studies provided
 3. identify 5 steps for ongoing sustainability of the Music and Memory program in a LTCH
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T4 - Therapeutic Recreation in Long-Term Care: Where We've Come From and the Places We Can Go!

Lindsay Webber, Osgoode Care Centre

This presentation will highlight the advances that recreation has made in long-term care (LTC). From the Long-Term Care Homes Act (2007), the Renewal Strategy aimed at supporting the development of LTC beds to current design standards by 2025 and the recent announcement of an additional 30,000 new long-term care beds by 2030, there have been opportunities for TR to transform itself into a more therapeutic program and service within long-term care. This is the opportunity for TR to shed its old "activities" image, to lead the way to enhanced person-centred care, to implement best-practices in dementia care and to demonstrate to our interdisciplinary teams the expertise we bring to the team.

Upon completion of this session, participants will:

1. identify 3 significant changes within the long-term care sector since 2007
 2. identify 3 challenges to TR in the long-term care sector
 3. identify 1 action to begin to strengthen the role of TR in long-term care
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T5 –Sharing Perspectives and Self-Care Strategies from Practitioners Working in Nature-based Settings

Liz Kirk, Brock University

This session will provide participants the opportunity to discuss challenges in a therapeutic work setting that could lead to burnout. Participants will be invited to participate in activities to mindfully explore the outdoor environment using all five senses. As well, participants will have the opportunity to try several nature-inspired relaxation strategies for self-care that can be applied to TR practitioners as well as clients. Finally, the presenter will present an overview of a local Niagara-based outdoor education program for elementary-aged students that utilizes several of these activities.

Upon completion of this session, participants will:

1. identify 3 challenges facing practitioners in alternative settings that may lead to burnout
2. identify 2 potential sensory-based outdoor activities within their own program
3. describe 2 ways that nature-based activities can be utilized for self-care as well as with a broad range of clients

Thursday May 30th

1:30 – 2:30 pm

T6 – Diversity, Aging, and Living in Long-Term Care Homes: Considerations for Leisure/Care Practitioners

Kimberly Lopez and Ashley Flanagan, University of Waterloo

Enabling diversity is a specialty of leisure facilitators and is an essential role within systems of care that homogenize life and living. Informed by histories of marginalization, being "different" continues to be challenging in modern day (i.e., practices/language that tokenize, politicize, and essentialise identities). Further, care partners and clinical practitioners alike, are faced with systemic pressures (i.e., high workloads, limited resources, time crunch) while individuals' needs for expressions of diversity in LTC homes are sometimes overlooked. The purpose of this session is to share strategies to acknowledge and support diverse positionalities (i.e., race, ethnicity, gender, class, sexuality, age, spirituality) and needs for living in LTC homes amidst climatic and systemic barriers to diversity. With implications for how we practice/support leisure, and relevant applications to assessment, program planning, and documentation, this session offers strategies (through application of a framework) to think critically to support individuals with diverse social identities.

Upon completion of this session, participants will:

1. identify 3 diverse positionalities and learn how axes of social identity (i.e., race, ethnicity, gender, class, sexuality, age, spirituality) are constructed through power
2. identify 3 examples of challenges to diversity expression in LTC homes
3. apply a practice framework to address 3 barriers to expressions of diversity in LTC homes

T7 – Research Papers on Mental Health

A Narrative Exploration of In-patient Mental Health Recovery

Jaylyn Leighton, University of Waterloo and Shelagh Keesmaat, Homewood Health Centre

This session will explore a research project conducted at Homewood Health Centre in the Addictions-Trauma Recovery Stream. The purpose of this research was to bring forth stories of individuals living with a mental health diagnosis to create positive social change. Participants of this study were invited to engage in an outdoor experiential therapeutic workshop that explored the connection between alternative modalities to care within an in-patient care setting to individuals' experiences of early recovery. Narrative analysis was used throughout the project to illuminate the voices, stories, and experiences of individuals currently living with a trauma-addiction medical diagnosis. This session will explore the findings and discussions of this research project by showcasing how we can view TR practices differently within a medicalized in-patient care setting. Further, this session will discuss how we can connect clinical experience and research in the field to showcase different modalities to care within in-patient settings.

Upon completion of this session, participants will:

1. identify 3 alternative modalities to care within in-patient care settings
2. describe 3 benefits of using narratives to view TR differently within an in-patient setting
3. describe 3 new practice-based tools for practicing within trauma-addiction settings

Shifting from Agency to Community: Exploring the Impact of a Community Connections Program for Mental Health Recovery

Julie Ostrom, Brock University

This research presentation explores the impact of a Community Connections (community integration) program for clients experiencing mental health recovery. The research evaluates how the Community Connections program contributes to clients' recovery by exploring the clients' experiences of the program, how the program shifts clients' perspectives about engaging in leisure in the community, how the program supports skill development for community integration, and how their participation in the program may affect their mental health recovery. The findings of this research will contribute to the ensured efficacy of service delivery and to the growth of therapeutic recreation in mental health services by understanding the needs of a mental health population in a clinical setting, and how to support individuals as they integrate into the community.

Upon completion of this session, participants will:

1. identify 3 needs of clients in an outpatient mental health setting
 2. provide an example of how the Community Connections program contributes to clients' mental health recovery
 3. identify 1 future direction for improving mental health community integration programs in a clinical setting
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T8 - Empowerment & Equality in Long-Term Care: Residents Leading the Way

Jessica Chong and Erin Matresky, Sienna Senior Living

In 2017, the Ontario Association of Residents' Council (OARC) began introducing the Shared Leadership model to create equality and empowerment among residents. With the help of the OARC education and strategies, Streetsville Care Community has transitioned from a traditional Residents' Council model to a Shared Leadership Model. This session will compare the two models and the challenges of both, from the perspective of a Residents' Council Assistant. Four residents who are members of the Shared Leadership team will join the presenters to discuss the strengths and successes of resident empowerment and equality in their care community.

Upon completion of this session, participants will:

1. identify 3 benefits to implementing the Resident Shared Leadership Approach within a Residents' Council in a Long-Term Care setting
2. demonstrate an understanding of 2 strategies that increase equality and diversity amongst a Resident Shared Leadership Team
3. provide an example of the impact of equality and diversity on the organization as a whole

T9 – Registration Designation Evaluation Project

Carolyn Triemstra, Niagara College and Sue Verrilli, TRO Board Member

This session will provide delegates with an opportunity to hear the results of a review of the registration designation and the recommendations moving forward. Information will be presented on the history of our R/TRO and R/TRO DIP designation, its application process and the maintenance process. An overview will be given of the review project, including who was involved, the key stakeholder sessions that occurred, and results from the survey to TRO members. Recommendations will be presented to participants and the session will conclude with an opportunity to provide feedback and ask questions. Next steps will also be shared.

Upon completion of this session, participants will:

1. describe the rationale for evaluating the R/TRO process
 2. identify a minimum of one result from the R/TRO Evaluation Survey
 3. identify at least 3 recommendations of the review and ideas of how to move these recommendations forward
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T10 - Developing Standards of Care for Therapeutic Recreation: Benefits and Challenges

Rachel McBurney, Michelle Champagne, and Lauren Isenegger, Holland Bloorview Kids Rehabilitation Hospital

The session will focus on the development of Standards of Care for Therapeutic Recreation community outings and recreational swim programs at Holland Bloorview Kids Rehabilitation Hospital. Discussion will include the process of analyzing past/current practice and developing procedures for equal access, transparent communication, and safe implementation. The benefits of having these standards will be addressed, in addition to the improvements in practice and ongoing challenges faced since their implementation.

Upon completion of this session, participants will:

1. identify 2 features of a standard of care
2. identify 3 benefits to having Standards of Care for TR practice within a facility
3. demonstrate understanding of 2 steps in the process for developing a TR standard of care

Thursday May 30th

3:00 – 4:00 pm

T11 – Aging: Updates and Networking

Sonia Roul and Katherine Lee, TRO Board Members

This session will provide participants with the opportunity to connect about key issues and trends related to an aging population. Facilitated by TRO board members, the session will first offer an overview of recent initiatives undertaken by TRO related to advocating for TRs working with older adults. Next, participants will break into small groups to share stories and identify current issues in Ontario regarding aging. Participants will explore what recreation therapy has to offer for aging populations, today and into the future. Through this discussion, delegates will envision thriving aging communities and brainstorm new recreation therapy programs/policies/practices that will contribute to a united voice and serve as a catalyst for a shared vision of TR for older adults. We will conclude the session by inviting participants to join a TRO community of practice specific to TR and aging.

Upon completion of this session, participants will:

1. demonstrate understanding of 1 TRO initiative related to aging populations
2. identify 1 issue or trend regarding aging in Ontario
3. provide 1 example of a recreation therapy program/policy/practice for thriving aging communities

T12 – Mental Health: Updates and Networking

Lindsey Oretan and Nancy de Vera, TRO Board Members

This session will provide participants with the opportunity to connect about key issues and trends related to mental health populations. Facilitated by TRO board members, the session will first offer an overview of recent initiatives undertaken by TRO related to advocating for TRs working with mental health populations. Next, participants will break into small groups to share stories and identify current issues in Ontario regarding mental health. Participants will explore what recreation therapy has to offer for mental health populations, today and into the future. Through this discussion, participants will brainstorm new recreation therapy programs/policies/practices that will contribute to a united voice and serve as a catalyst for a shared vision of TR for mental health. We will conclude the session by inviting participants to join a TRO community of practice specific to TR and mental health.

Upon completion of this session, participants will:

1. demonstrate understanding of 1 TRO initiative related to mental health populations
2. identify 1 issue or trend regarding mental health in Ontario
3. provide an example of a recreation therapy program/policy/practice for thriving mental health communities

T13 – Community / Private Practice: Updates and Networking

Sue Verrilli, Nancy Kahl, and Jeff Gall, TRO Board Members

This session will provide participants with the opportunity to connect about key issues and trends related to community-based therapeutic recreation, including private practice. Facilitated by TRO board members, the session will first offer an overview of recent initiatives undertaken by TRO related to advocating for TRs working in community. Next, participants will break into small groups to share stories and discover current issues in Ontario regarding community-based TR and private practice. Participants will examine the past, present, and future of community-based therapeutic recreation in Ontario. Through this discussion, participants will discuss ways to grow community-based practice and how we can advocate to key stakeholders including insurers, members of the public and others. We will conclude the session by inviting participants to join a TRO community of practice specific to community-based TR.

Upon completion of this session, participants will:

1. demonstrate understanding of 1 TRO initiative related to private practice
 2. identify 1 issue or trend regarding private practice in Ontario
 3. provide an example of one step to developing private practice for recreation therapy
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T14 – Professional Practice Leaders: Updates and Networking

Katherine Plested and Leanne Hughes, TRO Board Members

This session will provide participants with the opportunity to connect about key issues and trends related to TR Professional Practice Leaders. Facilitated by TRO board members, the session will first offer an overview of recent initiatives undertaken by TRO to help inform Professional Practice Leads across varying settings. Next, delegates will break into small groups to share stories and identify current issues in Ontario regarding professional practice. Participants will explore the impact of current issues. Through this discussion, participants will brainstorm new recreation therapy programs/policies/practices that will contribute to a united voice and serve as a catalyst for a shared vision. We will conclude the session by inviting participants to join a TRO community of practice specific to TR and Professional Practice Leaders.

Upon completion of this session, participants will:

1. demonstrate understanding of 1 TRO initiative related to professional practice
 2. identify 1 issue or trend regarding professional practice in Ontario
 3. provide an example of a recreation therapy program/policy/practice for thriving therapeutic recreation communities
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T15 – Pediatrics / Youth: Updates and Networking

Erin Wilkie and Jackie Frail, TRO Board Members

This session will provide participants with the opportunity to connect about key issues and trends related to pediatric and youth populations. Facilitated by TRO board members, the session will first offer an overview of recent initiatives undertaken by TRO related to pediatric and youth populations. Next, participants will break into small groups to share stories and identify current issues in Ontario regarding pediatrics and youth programming. Participants will explore what recreation therapy has to offer for these populations, today and into the future. Through this discussion, participants will brainstorm new recreation therapy programs/policies/practices that will contribute to a united voice and serve as a catalyst for a shared vision of TR for pediatric and youth populations. We will conclude the session by inviting participants to join a TRO community of practice specific to TR and pediatrics and youth.

Upon completion of this session, participants will:

1. demonstrate understanding of 1 TRO initiative related to pediatric and youth populations
 2. identify 1 issue or trend regarding pediatric and youth populations in Ontario
 3. provide an example of a recreation therapy program/policy/practice for thriving pediatric and youth communities
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Friday May 31st

9:30 – 10:30 am

F1 - Emerging Technologies: Virtual Reality and The Impact on Older Adults Living in Long-Term Care

Jill Gibson, Sienna Senior Living and Alexandra N. Jackson, Sheridan Centre for Elder Research

The Centre for Elder Research at Sheridan College and Sienna Senior Living have partnered with Owlflax Media to develop VR content that will provide supportive outcomes for individuals living with dementia, caregivers, and team members supporting older adults. The Centre for Elder Research aims to provide Sienna team members with specialized training material to support team members in becoming familiar with best practices for using VR technologies with older adults with varying physical, sensory or cognitive abilities. This presentation will share how team members at care communities within Sienna are gaining a better understanding of how VR technology is supporting residents to enhance quality of life, well-being and health outcomes. Lessons and strategies learned thus far in the research will be shared during the presentation.

Upon completion of this session, participants will:

1. identify 3 barriers teams experience while utilizing virtual reality as a strategy for supporting residents living in long-term care
2. identify 2 ways virtual reality technology experiences will support residents' well-being living in long-term care
3. identify 3 ways virtual reality experiences may influence residents' quality of life and health outcomes, specifically how this may affect residents living with dementia and/or as a method for pain management

F2 - Recreation Therapy and Behaviour Therapy: A Collaborative Approach to Behaviour Management

Beth Astles and Stacie Dertinger, Brain Injury Services

In this session, we bring together experience, expertise and research in the fields of behaviour therapy and recreation therapy to demonstrate the relationship between boredom and negative behaviours in residential and community settings. We highlight how using TR can decrease boredom and subsequently impact clients' well-being. We will look at two streams of recreation: sensory stimulation within residential settings and TR in a group program model. Data will be presented on how daily activity schedules can incorporate meaningful recreation and sensory programming to meet clients' needs. It is known that all behaviour has meaning; it is our responsibility to understand this meaning, and in turn find a way to increase wellness, independence and greater quality of life for clients living in residential settings and community.

Upon completion of this session, participants will:

1. identify and utilize 3 specific tools or strategies to decrease behaviours caused primarily by boredom

2. identify 3 benefits of working collaboratively as an interdisciplinary team
 3. identify 3 research-supported impacts of recreation therapy on behavior modification
-

F3 - Surfing Seniors: Teaching Seniors how to Navigate the Computer and Internet

Ali Arrigo and Robert Monopoli, CHATS (Community Home Assistance to Seniors)

Computers are a way to communicate, find information and stay informed, yet many seniors did not have the opportunity to learn how to use a computer at school or work. Providing seniors with opportunities to use the computer has been associated with reduced feelings of isolation and loneliness and contributing to healthy aging. With the Seniors Technology Lab Integration Project, Recreation Programmers implemented a 12-week program to teach clients how to navigate the computer. Topics covered included: computer, mouse and typing skills, email basics, and navigating Google and other webpages of interest. This session will provide detail about the implementation of the study, and clients abilities to utilize the computer before and after the project. For practitioners wishing to implement their own technology lab, this session will also include a discussion of challenges, adaptations and successes of providing seniors with opportunities for computer access.

Upon completion of this session, participants will:

1. identify 3 topics that would be important computer basics to teach to seniors
 2. provide 3 benefits to teaching seniors how to use the computer
 3. demonstrate 2 examples of facilitation techniques that can support seniors in learning how to use the computer
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F4 – The Power of the Pause: Therapeutic Benefits of Silence

Michelle Fleming, Ontario CLRI at Bruyère and Kristine Theurer, Java Group Programs

It is an art-form to use silence effectively in therapeutic settings, and it is a challenging aspect of facilitation to master. This interactive, experiential learning session will allow participants to reflect on their own practice and skill-set. We will explore recent research findings on the benefits of silence on brain-health and discuss how we can utilize silence in self-care, enabling us to be truly engaged helpers. In conversation, there is a tendency to jump in and fill silence - with advice, our own thoughts, or if facilitating a group discussion, we may jump the gun to move on to the next person too quickly. This often happens when someone shares something difficult for us to hear – for example, about a traumatic loss. We will explore practical strategies for becoming comfortable in silence and how to use silence to help residents feel more at ease and supported in our presence.

Upon completion of this session, participants will:

1. identify 3 ways silence benefits our brain health
 2. articulate 1 practical strategy that incorporates the use of therapeutic silence within TR practice
 3. demonstrate the ability to utilize silence effectively through a pairs exercise
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F5 - Trauma-Informed TR Practice: Self-Compassion as a Key Feature of TR Service

Juliana Mattos, Homewood Health Centre and Colleen Hood, Brock University

Many clients seen in therapeutic recreation have experienced some kind of trauma. In fact, the intersection with the health care system can be traumatizing in and of itself. One approach to treatment trauma is through Compassion Focused Therapy, which articulates the importance of stimulating the self-soothing system in the brain. This session will explore the role of leisure and TR in accessing the self-soothing system as means to combat the fear and anxiety that is associated with trauma.

Upon completion of this session, participants will:

1. identify 6 key features of trauma
2. demonstrate understanding of the 3 emotional regulation systems identified in Compassion-Focused Therapy
3. identify 3 ways that leisure can stimulate the self-soothing emotional system of the brain

Friday May 31st

11:00 am – 12:00 pm

F6 - A Point Click Care Documentation Transition: A Journey Towards Person-Centred Care

Nancy de Vera and Sonia Roul, Sienna Senior Living

Sienna Senior Living has made great strides in ensuring that the electronic documentation system used by all team members is person-centred. This presentation will take you on the journey of Sienna's growth and transformation from the medical model to the social model in long-term care by focusing on leisure and well-being. Recreation Therapists working in long-term care will take away a new understanding of assessing residents and grounding that approach through person-centered care, therefore elevating their clinical practices.

Upon completion of this session, participants will:

1. identify 3 ways that the Leisure and Well-being Model supports the development of the Leisure and Well-being assessment, re-assessment and new plan of care at Sienna Senior Living
2. be able to demonstrate an understanding of 3 components of "My Life Story" in the Leisure and Well-being Assessment
3. describe a minimum of 2 actions taken by Sienna to implement a social model documentation system

F7 - The Evolution of Virtuous Leisure

Naomi Max and Ksenia Melamed, West Park Healthcare Centre

This session will describe how the Helping Hands program at West Park has evolved over time to meet a variety of needs. Patients describe their leisure goals related to helping and giving back, while the program works to identify the needs of the internal and surrounding community. For instance, beginning with community donations from local Lions Clubs, our Sandwich Samaritan program made peanut butter and jam sandwiches to be distributed to the local neighbourhood centre. Currently our Helping Hands program has evolved to prepare holiday greeting cards to be distributed at Out of the Cold. Our presentation will focus on the importance of virtuous leisure as well as program development and evaluation.

Upon completion of this session, participants will:

1. describe at least 2 steps taken to develop the program using patient-centred care models
2. identify 3 types of questions to ask in an evaluative focus group
3. identify at least 2 new program ideas that provide patients the opportunity to give back to their community

F8 - The Pen Pal Project: Intergenerational Letter Writing for Well-Being

Jackie Frail, Niagara College and Heather Vokey, Heidehof Long-term Care Home

This session will share insights related to an inaugural intergenerational letter writing project, which incorporated therapeutic recreation methods and positive psychology concepts. Sixty first-year recreation therapy students completed a course-based assignment using a 'pen-pal' system to engage in conversations with 20 residents living in a local long-term care home. Students were assigned weekly topics for each pen pal letter, which included gratitude, compassion, diversity, and happiness – all evidence-based means to well-being. Upon completion of 4 pen pal letters, students had the opportunity to meet their pen pal during a "Pen-Pal Social". Students also compiled a testimonial of their experience that included highlights of how their experience applies to their practice as a future TR professional. Presenters will reveal the successes and challenges of organizing this project, along with strategies for helping other TR professionals create a similar program. Furthermore, presenters will share participant narratives of the experience and highlight the subjective impact of the project.

Upon completion of this session, participants will:

1. identify 4 evidence-based positive interventions (e.g., gratitude, compassion, diversity and happiness)
2. identify 2 strategies for creating a pen pal program in their organization
3. discuss and brainstorm ways to overcome 2 potential barriers to implementing an intergenerational pen pal program at their facility

F9 - Assessing the Effectiveness of Assessment Tools for Persons Experiencing [Dis]abilities

Jessica Salvagna, Brock University

Assessment tools or standardized tests are part of a systematic process that is needed to provide a comprehensive picture of our client/patient's ability, performance and/or quality of life. For individuals experiencing a [dis]ability, assessment tools may have become a barrier to quality intervention plans and increasing quality of life because individuals with low functioning [dis]abilities are unable to be 'baselined' using the standardized tests. The purpose of this session is twofold: 1) to discuss the effectiveness of assessment tools for persons experiencing [dis]abilities and 2) to discover how we can refine and modify these tools to improve program interventions.

Upon completion of this session, participants will:

1. list 3 barriers to assessing individuals experiencing a [dis]ability
2. analyze 3 assessment tools and list 2 problematic and 2 effective components within each tool
3. identify 3 strategies to overcome barriers that prevent an accurate representation of clients experiencing a [dis]ability

F10 - Community-based TR-supported Aquatic Program for People with Disabilities

Bev Farrell and April Zehr, St. Joseph's Health Care - Parkwood Institute

One of the strengths of therapeutic recreation is identifying the gaps in the community and using creative and innovative solutions to help fill those gaps. Eleven years ago, TRs at Parkwood Institute had the opportunity to develop a much-needed supported aquatic program as part of the Stroke Strategy initiative. We now have 2 programs, TAAP (Transitional Accessible Aquatic Program) and ASAP (Accessible Supported Aquatic Program) which have been created for individuals who have mobility concerns and need to exercise in a safe, closely supervised environment. This supported recreational exercise class focuses on areas such as walking, balance, core strengthening, upper and lower extremities, relaxation and of course, fun. This session will describe our process of designing and implementing our supported aquatic program.

Upon completion of this session, participants will:

1. identify the rationale for our supported aquatic program
2. describe 6 benefits of water exercise relating to the domains of well-being
3. describe 3 components of water exercise that are crucial to a supported water-based program

F11: TRACKS - Train-the-Trainer. An Evidence-based Peer-mediated Approach to Promote Inclusion and Meaningful Social Interactions

Karen Faragher, Thames Valley Children's Centre and Jaymieson O'Neill, Niagara Children's Treatment Centre

NOTE: This half-day workshop takes place at the Niagara Children's Centre (9 am – noon)

TRACKS is a peer-mediated social skills intervention program that provides all children with the skills to interact with one another effectively using interactive, engaging, child-friendly materials and activities. This project was originally designed to encourage peer-to-peer interactions in a camp setting and has grown to incorporate a range of age groups and implementation within other organizations. Adult leaders are taught to prompt through peers, rather than always directly assisting campers with disabilities and other social challenges, in order to build an environment where all children are included and are meaningful participants. Children and adolescents are taught skills with a child-friendly acronym, representing five common behavioural strategies: Try Again (persistence), Right Thing (correcting), Assist (prompting), Congratulate (reinforcement), Keep Trying (persistence), and Show (modeling). This train-the-trainer workshop will give professionals the tools and resources to facilitate training in their own community and transform the way their leaders approach inclusion within their programming.

Upon completion of this session, participants will:

1. identify the 4 key modules from the TRACKS program that directly impact meaningful social inclusion for children and youth with social challenges
2. demonstrate understanding of and be prepared to facilitate at least 1 activity in each of the 4 key modules of the TRACKS program in their home community
3. identify 2 key themes from the TRACKS research that demonstrate the positive social impact of using prompting through peers in a program setting