



Embrace Engage Enrich

2024 TRO Conference Program: Live-Stream

All times shown in EST

*Please note that W3 is not eligible for CEUs

The live-stream program has been designed to offer education on the widest variety of session topics.

Wednesday June 5 Conference Day 1	
8:15 - 8:30 AM	Welcome & Announcements
8:30 - 9:30 AM	Keynote: Positive Psychology at Work
9:45 - 10:45 AM	W5: Delivering Dynamic Senior Fitness Sessions
10:45 - 11:00 AM	Break
11:00 AM - 12:00 PM	W8: KATCH (Kids & the Changing Home)
12:00 - 1:30 PM	Annual General Meeting & Awards
1:30 - 3:00 PM	W11: Living in My Today: An Abilities Focused Approach to Understanding Dementia - Engagement is Food for the Body, Mind, and Spirit
3:00 - 3:15 PM	Break
3:15 - 4:45 PM	W16: From Vision to Reality: Building a Thriving Community-Driven Therapeutic Recreation Practice

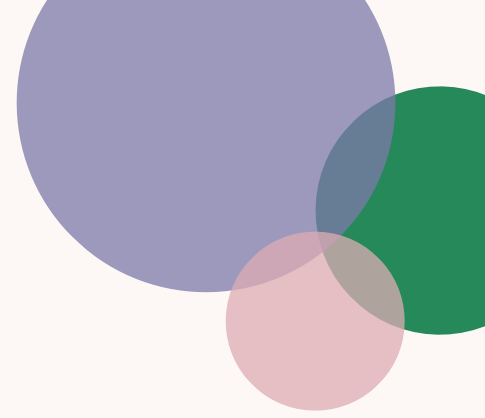
Thursday June 6 Conference Day 2	
8:00 - 8:30 AM	Welcome back, announcements & energizer activity
8:30 - 10:00 AM	T3: Recreation Therapy in Hospice Palliative Care
10:00 - 10:15 AM	Break
10:15 - 11:15 AM	T10: Recreating Resilience: Self-Compassion in the Helping Profession, a Heuristic Inquiry
11:15 AM - 1:00 PM	Lunch Break
1:00 - 2:30 PM	T12: Towards a Critical Therapeutic Recreation Practice: Creating Care-full Futures for TR through an Ethic of Care
2:30 - 2:45 PM	Break
2:45 - 3:45 PM	Panel: Creating a Toolkit for Diversity, Equity, Inclusion and Belonging in Therapeutic Recreation Practice
3:45 - 4:00 PM	Closing Remarks

- YELLOW: Children & youth
- BLUE: Persons with disabilities & day programs
- GREEN: Long-term care & seniors
- ORANGE: Mental health

- GREY: Palliative care
- PINK: Facilitation techniques for all populations
- PURPLE: Professional & private practice
- RED: Research



2024 TRO Conference Live-Stream Session Descriptions



Keynote: Positive Psychology at Work

~ Pauline Daugherty, BScN, RN, Canadian Mental Health Association (CMHA) Ontario, Your Health Space

This session will begin with a reflection on flourishing and languishing and how they may present themselves in the workplace. This will be followed by an introduction to the PERMA Model of Well-Being. This model was developed by Martin Seligman as five components that contribute to the concept of wellbeing. Research has shown positive associations between each of the PERMA components and individual wellbeing including job satisfaction and life satisfaction. Relationships encompass all the various interactions an individual may have in their personal and professional life. The ability to understand and enhance these interactions will be discussed during this presentation. Participants will be encouraged to recognize how PERMA will support their wellbeing and ability to flourish.

Learning Objectives:

1. Identify 3 key indicators that you are flourishing in the workplace.
2. Describe 1 benefit of developing high quality relationships on individual wellbeing.
3. Identify 3 strategies to develop and foster relationships with colleagues.

W5: Delivering Dynamic Senior Fitness Sessions

~ Emily Johnson, Founder at StrongerU Senior Fitness Inc.

As a Recreation Therapist, you help people to be their best selves and engage across multiple domains of wellness. In this session, you'll learn how to design and implement quality and dynamic senior fitness sessions that also engage your group intellectually, socially, emotionally, vocationally, and spiritually. You'll leave this session with a dynamic program design system, new Cardio, Strength, and Flexibility routines that you can use Monday morning, and gain access to a full 30-minute class to learn and teach following the session.

Learning Objectives:

1. Have a deeper understanding of how to create fitness experiences that enhance physical, intellectual, social, emotional, vocational, and spiritual wellness.
2. Be able to use a multi-step system to create countless dynamic senior fitness routines on their own.
3. Be able to implement new cardio, strength, and flexibility routines (3 total) into their teaching repertoire.

W8: KATCH (Kids & The Changing Home)

~ Valya Roberts, Executive Director Dalhousie Place (Brantford & District Supervised Access)

This program came about from a need that was identified in the community for more supports for children impacted by their parents' separation/divorce. Divorce is a highly stressful time for families. Children are impacted by the divorce process as deeply and traumatically as their parents. As children are still developing cognitively and often unable to express their feelings, they may demonstrate their emotions in a more internalized way, such as depression, or externalize feeling through acting out behaviours (Spigelman & Spigelman, 1991). The short-term impact for both children and parents are associated with the similar feeling of losing a loved one to death, as "divorce can create lingering feelings of sadness, longing, worry, and regret that coexist with competent psychological and social functioning" (Kelly & Emery, 2003, p. 359). Since 1991, Dalhousie Place (Brantford & District Supervised Access) has been providing services for families experiencing divorce and separation. The mission of Dalhousie Place (2018) is to provide a safe, neutral, child-focused service including supervised visits, exchanges, and support for families.

This session is about the creation and implementation of the KATCH program – Kids and the Changing home, a six-week program for children dealing with the impact of separation and divorce. The program utilizes a psycho educational and recreational therapy approach. Utilizing physically active games and engagement strategies, alongside traditional psycho educational approaches to children's group activities. The purpose of the recreational therapy process for children is to improve their social and emotional response to the grief from their family's separation/divorce and help them build coping skills using recreational activities.

Learning Objectives:

1. Identify 2 key research articles that influenced the creation of the KATCH program.
2. Be able to identify 3 coping strategies that was introduced to the children.
3. Identify 2 long term consequences of divorce for children who do not adjust positively to divorce and separation.

W11: Living in My Today: An abilities focused approach to understanding dementia - Engagement is Food for the Body, Mind, and Spirit

~ Heather Luth, Director of Dementia Services & Knowledge Integration

Living in My Today recognizes that while dementia changes abilities, people can and should continue to have opportunities to express themselves, make choices, try new things, make new friends, and live their truth. There is no one-size-fits-all approach to supporting dementia, each person's experience is unique to them. Understanding how abilities change as a result of dementia is the first step to adapting expectations and engagement approaches. It's always easier to "program for the higher cognitively functioning" residents (how about we change that language!) while engaging those living with more advanced changes is challenging to many recreation therapists. Learn how to take an abilities-focused approach to facilitate programs and adapt some new and exciting resources to match residents' changing needs.

Learning Objectives:

- Identify 2 methods of delivery in the program model.
- Identify 2 benefits of using the abilities inventory to engage residents living with dementias.

W16: From Vision to Reality: Building a Thriving Community-Driven Therapeutic Recreation Practice

~ Jessie Jones, Founder, CEO & Recreation Therapist

Discover the journey from inception to success in the field of Therapeutic Recreation as we delve into the presentation "From Vision to Reality: Building a Thriving Community-Driven Therapeutic Recreation Practice." This inspiring session showcases real-world, innovative approaches that have propelled a private practice to prominence. We'll explore the importance of community engagement, innovative strategies, and building a strong foundation in therapeutic recreation. By sharing our success story, practical advice, and insights, we aim to empower TR professionals to embrace innovation and community-driven practices, enabling them to make a tangible impact in their communities. Join us to gain practical, actionable knowledge that connects with the evolving landscape of TR practice, fostering a brighter future for the profession.

Learning Objectives:

1. Demonstrate an understanding of at least 3 key concepts related to innovative approaches and community engagement in therapeutic recreation, as measured by pre and post-presentation assessments.
2. Express an increase of at least 5 points on a motivation and intent scale, indicating a higher willingness to implement innovative approaches in their therapeutic recreation practices, as measured by post-presentation surveys.
3. Actively participate in discussions and generate at least three actionable ideas for innovative approaches and community-driven practices in therapeutic recreation.

T3: Recreation Therapy in Hospice Palliative Care

~ Brianna Brown, C.T.R.S., Hospice Vaughan, Recreation Therapist, Trading Reins, Recreation Therapist & EAL Facilitator

~ Casey Pfenning, Recreation Therapist, Margaret Bahen Hospice

This session is about exploring the close relationship of therapeutic recreation practice and the philosophy of palliative care. We will be exploring how practitioners can improve palliative care supports in long-term care and other populations. Palliative and bereavement care is one population that fits into every organization where TR practices as death and grief are universal experiences for all humans. The largest facet of palliative care is quality of life, which is a priority in all that TR aims to do with clients. This session came about as the presenters were discussing how TR fits at both of their different hospices and how it is not talked about enough in TR despite all of the intersections between palliative care and TR in all populations. Participants in this session will be able to learn about the intersection of TR and palliative care, as well as ways of implementing palliative-based supports in programming with their specific population. We will be especially touching base on long-term care and how palliative care can be better supported by TRs.

Learning Objectives:

1. Identify 3 unique ways that recreation contributes to the values of hospice palliative care.
2. Identify 1 application of hospice palliative care philosophy in their population of service.
3. Verbally explain and identify 2 benefits of a legacy project.

T10: Recreating Resilience: Self-Compassion in the Helping Profession, a Heuristic Inquiry

~ Chelsea Lazar, Recreation Therapist, St. Joseph's Healthcare Hamilton, Mental Health and Addiction Program

~ Sarah Cake, Recreation Therapist, St. Joseph's Healthcare Hamilton, Mental Health and Addiction Program

Managing the risk of stress injury and emotional burden for recreation therapists supporting individuals in healthcare settings is garnering more attention and developing importance in the field. Post-pandemic, recreation therapists continue to tirelessly advocate for their voice in the healthcare system, proving their vital role as a helping profession. The need to prioritize self-compassion is paramount to continue providing effective care and relentless advocacy. This session discusses the concepts of self-compassion, building resiliency, and addressing vicarious trauma as vital components for recreation therapists to maintain their own mental health and provide effective care. The role of self-reflective practice as an essential component of self-compassion is examined. Presenters provide insight through discussion of their own heuristic inquiry of self-reflective practice and engagement with employee wellness opportunities facilitated in their workplace, a Mental Health and Addictions Hospital site. Evidenced-based tools and strategies to build resiliency, manage stress, and self-compassion are offered.

Learning Objectives:

1. Identify 3 signs, symptoms, and consequences of compassion fatigue and vicarious trauma, common for professionals in a helping profession.
2. Identify 3 examples of workplace wellness strategies aimed at building resiliency, stress management and self-care.
3. Demonstrate self-compassion by completing 1 evidenced-based, reflective practice tool upon completion of the session.

T12: Towards a Critical Therapeutic Recreation Practice: Creating Care-full Futures for TR through an Ethic of Care

~ Crystal-Jade Cargill, MA Student, Recreation and Leisure Studies, University of Waterloo

The purpose of this presentation is to engage Therapeutic Recreation Practitioners (TRPs) in a critical reflection on the current state of Therapeutic Recreation while holding space for the possibilities of its future. Through a foundational understanding of an Ethic of Care (EOC), TRPs will understand that at its core, EOC involves one's awareness of their interconnectedness and relation to clients and the working environment, the importance of self-care as an extension of care for others. Through a mixture of case studies, practice-based scenarios, and open dialogue with others, can understand how engaging with an EOC supports the cultivation of more caring and care-full futures for our field; not only for clients but practitioners themselves. Underpinning theories and topics will be addressed and defined to provide each practitioner with a dynamic view of the EOC and its position within Therapeutic Recreation.

Learning Objectives:

1. Define ethic of care, interdependence, and the 4 key tenets of Care Ethic.
2. Provide 3 examples of how to engage with an Ethic of Care in Therapeutic Practice.
3. Identify 3 social-justice oriented benefits of engaging with an Ethic of Care in Therapeutic Practice.

Panel: Creating a Toolkit for Diversity, Equity, Inclusion, and Belonging in Therapeutic Recreation Practice

~ Representatives from TRO's DEIB Committee

The purpose of this session is to provide TRO members with a basic understanding of the terminology and its value and to provide an educational 'toolkit' for members to carry forward in their own personal and/or professional spaces. In 2021, TRO responded to membership needs by creating a diversity and inclusion working group. Since then, the group has grown to become TRO's Diversity, Equity, Inclusion, and Belonging (DEIB) Committee. This is in line with TRO's values and the growing diversity in its membership. This session will highlight the importance of DEIB and how we can expand our knowledge and actions to advance the profession. By deepening our understanding of these topics, we can strengthen our client approaches, community advocacy, and organizational management services.

Learning Objectives:

1. Define the terms diversity, equity, inclusion, and belonging.
2. Describe or identify 3 benefits of in DEIB in TR practice.
3. Identify 3 resources to include in a DEIB toolkit.