



CALL FOR PRESENTATIONS

**ALBERTA THERAPEUTIC RECREATION ASSOCIATION
32nd Annual Symposium
Fantasy Land Hotel & Conference Centre
West Edmonton Mall
Edmonton, Alberta
October 25 - 26, 2018**

The Edmonton North Chapter of the Alberta Therapeutic Recreation Association (ATRA) is proud to host the ATRA's 32nd Annual Symposium. The Symposium will provide Recreation Therapists from Alberta, Northwest Territories and elsewhere across Canada the opportunity to connect, learn and celebrate the progress TR has made over the past 32 years.

CONFERENCE THEME: *Recreation Therapy: On the Right TRack*

Therapeutic Recreation has progressively advanced to meet the evolving changes within healthcare. Through evidence based practice, research, communities of practice, and professional advancement committees, TR has moved beyond a "growth profession" to the here and now! Therapeutic Recreation practitioners are recognized as vital to health care and respected alongside our colleagues. TR is "On the Right TRack" and has arrived!

The 2018 ATRA Symposium Committee invites students, educators, practitioners and allied health professionals to submit presentation proposals relevant to evidence based best practices, innovative programs, assessment, facilitation techniques, interventions, management issues, theories/models, research, and other strategies that advance and develop the practice of the therapeutic recreation profession.

Thank you for your interest in presenting at the Alberta Therapeutic Recreation Association's 32nd Symposium.

Email submissions by midnight MST Monday, April 30th, 2018

Speakers will be notified by email after **Friday May 18th, 2018**

Interested applicants can access the "Call for Presentations" forms via the **ATRA website:**

<http://www.alberta-tr.org/annual-symposium.aspx>

NOTE: Presenters are responsible for their own meals, accommodation, transportation, CEU fees and registration (at a reduced speaker rate).

PLEASE NOTE: In order to provide increased opportunity for knowledge acquisition for all ATRA members and to meet *NCTRC Certification Standards* of CTRS members, ATRA **does not provide** CEUs for presentations that are primarily activity based or experiential in nature. Submissions may be considered if a minimum 50% of the session relates to learning about the rationale, evidence based research, therapeutic process, and/or anticipated client outcomes so that the session is not entirely focused on skill acquisition.
(e.g., practice based evidence, related research/evidence, assessment, program design, implementation, evaluation, risk management, etc.)

Completed Submissions can be emailed to:
ATRASymposium2018@gmail.com

Include **2018 Call for Presenters** in the subject line.

SUBMISSION DEADLINE:
MONDAY April 30th, 2018

Instructional Methods:

- Lecture**
- Discussion**
- Interactive**
- Debate**
- Panel**
- Experiential**
- Other** _____

Presentation Format:

- Session:** Half-day intensive (3-4 hours), a full-day intensive (6-8 hours), or regular (60 or 90 minutes)
- Panel Discussion:** Examination of specific topic/issue-1 facilitator and ___ panel members-specify (60 or 90 minutes)
- Lecture:** Educational presentation with questions and answer time at the end (60 or 90 minutes)
- Research:** 20 minute presentation with 5 -10 minute question and answer time at the end (30 minutes)
- Interactive:** Experiential, participatory, facilitative, activities, exercises, outdoor education (60 or 90 minutes)

Presentation Length: 30 min (Research Only) 60 min 90 min Half Day 3-4 hrs Full Day 6-8 hrs

Competency Area of Topic: Foundation Knowledge (FKW) Documentation (DOC)
 (NCTRC Job Code Content Area) Assessment Process (ASS) Administration of RT/TR Service (ADM)
 Implementation (IMP) Advancement of the Profession (ADV)

Target Audience: Student Practitioner Supervisor Researcher/Educator
 Other (please specify) _____

Language: English French Presentations will be made in language proposal is submitted.

Audio-Visual Equipment Needs: Other equipment must be provided by the presenter.

- Computer PowerPoint Projector Screen Flip Chart Microphone

Special Requests: List any special requests you may have for your presentation (e.g., set up time needed, noise volume of presentation, ideal time of day, room arrangement, activity space required, expected fees if any, limit to the number of participants, etc.)

For office use only:

Date received: _____

Accepted: Yes No

Session #: _____

Day: _____ Time: _____

Type of Presentation: Pre-conference Workshop Panel Lecture Research Interactive

Poster

Confirmation Sent: _____

Agreement Returned: _____

Speaker Information

- Please include information for all speakers who will be presenting your session; use additional paper if needed.
- Confirmation of session acceptance and all correspondence will be sent to the primary speaker listed below.

Primary Speaker:

Name: _____ Title: _____

Agency: _____

Mailing Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Educational Background and Credentials: _____

Has this speaker presented before? Yes No On this topic? Yes No

Please provide the name and email of two references who can verify subject/speaker competency:

Name of Reference 1 _____ Email _____

Name of Reference 2 _____ Email _____

Biography Summary of Primary Speaker: This biography will be used for the conference program.

Additional Speaker:

Name: _____ Title: _____

Agency: _____

Mailing Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Educational Background and Credentials: _____

Has this speaker presented before? Yes No On this topic? Yes No

Please provide the name and email of two references who can verify subject/speaker competency:

Name of Reference 1 _____ Email _____

Name of Reference 2 _____ Email _____

Biography Summary of Additional Speaker: This biography will be used for the conference program.

Please E-mail Maximum 2 page vitae or resume

APPENDIX A

NCTRC Job Analysis Codes: Professional Knowledge Domains

Foundational Knowledge (FKW)

1. Human developmental stages across the lifespan
2. Theories of human behavior and principles of behavioral change (e.g., Maslow's hierarchy, social learning theory, experiential learning model, self-determination theory, stress-coping, societal attitudes)
3. Concepts and models of health and human services (e.g., medical model, community model, education model, health and wellness model, person-centered care model, International Classification of Functioning, recovery model, inclusion)
4. Principles of group dynamics and leadership
5. Legislative and regulatory guidelines and standards
6. Contributions of play, recreation, and leisure to health, and well-being (e.g., flow theory, benefits, quality of life)
7. Models of TR/RT service delivery (e.g., Leisure Ability Model, Health Protection/Health Promotion Model, TR Service Delivery Model, Health and Well-Being Model)
8. Practice settings (e.g., hospital, long-term care, community-based, schools, home care)
9. Standards of practice
10. Code of ethics
11. Professional qualifications (e.g., certification, licensure)
12. Cultural competency (e.g., social, cultural, educational, language, spiritual, socioeconomic, age, environment)
13. Cognitive/developmental disorders and related impairments (e.g., dementia, traumatic brain injury, intellectual disabilities)
14. Physical/medical disorders and related impairments (e.g., diabetes, multiple sclerosis, muscular dystrophy, spinal cord injury, sensory impairments)
15. Psychiatric disorders and related impairments (e.g., addictions, PTSD)

Assessment Process (ASP)

16. Current TR/RT assessment instruments
17. Interprofessional inventories and questionnaires (e.g., standardized rating systems, developmental screening tests)
18. Secondary sources of assessment data (e.g., records or charts, staff, support system)
19. Criteria for selection and/or development of assessment (e.g., reliability, validity, practicality, availability)
20. Implementation of assessment (e.g., behavioral observations, interviews, performance testing)
21. Sensory assessment (e.g., vision, hearing, tac-tile)
22. Cognitive assessment (e.g., memory, problem solving, attention span, orientation, safety awareness)
23. Social assessment (e.g., communication/interactive skills, relationships)
24. Physical assessment (e.g., fitness, motor skills function)
25. Affective assessment (e.g., attitude toward self, expression)
26. Leisure assessment (e.g., barriers, interests, values, patterns/skills, knowledge)
27. Functional skills assessment (e.g., access in the community, using social media, using transportation)

<http://nctrc.org/about-certification/certification-standards/> Part V: Job Analysis

Documentation (DOC)

28. Interpretation and documentation of assessment results
29. Individualized intervention plan (e.g., identification of problems, strategies for treatment, modalities)
30. Writing measurable goals and behavioral objectives
31. Progress/functional status (e.g., SOAP, FIM, DARF)
32. Modification of intervention plan (e.g., re-evaluation)
33. Discharge/transition plan of person(s) served
34. Required facility documentation (e.g., adverse incidents)

Implementation (IMP)

35. Selection of programs, activities and interventions to achieve the assessed needs of the person(s) served
36. Purpose and techniques of activity/task analysis
37. Activity modifications (e.g., assistive techniques, technology, and adaptive devices)
38. Modalities and/or interventions (e.g., leisure skill/education, assertiveness training, stress management, social skills, community reintegration)
39. Facilitation approaches (e.g., strengths based approach, holistic approach, person-centered, palliative care)
40. Intervention techniques (e.g., behavior management, counseling skills, experiential learning)
41. Risk management and safety concerns
42. Role and function of other health and human service professions and of interdisciplinary approaches (e.g., co-treatment, consultation, referral)

Administration of Therapeutic Recreation/Recreation Therapy Service (ADM)

43. TR/RT service plan of operation (e.g., TRAM model, policy and procedure development)
44. Procedures for program evaluation and ac-accountability (e.g., attendance, participation rates, cost benefit analysis)
45. Quality improvement guidelines and techniques (e.g., utilization review, risk management, peer review, outcome monitoring)
46. Personnel, intern, and volunteer management (e.g., recruitment, supervision, coordination, evaluation)
47. Payment system (e.g. government funding, managed care, private contract)
48. Facility and equipment management (e.g., maintenance, upgrading, inventory)
49. Budgeting and fiscal management (e.g., fund acquisition, fund management)

Advancement of the Profession (ADV)

50. Professionalism (e.g., professional boundaries, professional appearance, and behavior)
51. Credential maintenance and upgrading professional competencies (e.g., certification, recertification, licensure, continuing education, specializations)
52. Advocacy for person(s) served (e.g., patient/consumer rights, grievance policies)
53. Legislation and regulations pertaining to TR/RT (e.g., related service definitions)
54. Public relations, promotion and marketing of the TR profession
55. Professional associations and organizations
56. Research activities (e.g., research of evidence-based literature, efficacy of TR/RT interventions)
57. Collaboration between higher education and direct service providers (e.g., provision of internships, supporting research)

<http://nctrc.org/about-certification/certification-standards/> Part V: Job Analysis

APPENDIX B Learning Outcomes

- Complete a phrase describing what delegates should know and/or be able to do by the end of the session.
 - Start with an action verb that specifies the depth of learning expected followed by a statement describing the knowledge and abilities to be demonstrated, and finally a statement (or statements) to provide context within the discipline.
 - Be concise, direct and clearly stated.
 - Verbs related to recalling, understanding, applying, analyzing and evaluating are desirable
 - Be grounded within the discipline, and consistent with disciplinary language, norms and standards.
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Sources

2014 Michigan Therapeutic Recreation Association Conference Call for Presenters
Grand Rapids, Michigan

2018 Canadian Therapeutic Recreation Association Conference Call for Presenters
Halifax, Nova Scotia

National Council for Therapeutic Recreation Certification, Information for the Certified Therapeutic Recreation Specialist and New Applicants; Certification Standards, Part III: Recertification and Reentry, November 2015

<http://nctrc.org/wp-content/uploads/2015/02/3RecertInfo.pdf>