



CTRA 2019 ACLT

Canadian Therapeutic Recreation Association

Annual Conference

June 19th -21st 2019
Québec City, Québec

Full conference brochure

***** Please note: conference sessions and CEU approval for some sessions are subject to change. We invite you to consult the website regularly for up-to-the-minute confirmations. Finalized information will be available March 4th*****



Welcome Delegates,

I would like to take this opportunity to welcome you all to CTRA Conference 2019, Joie de Vivre. Joie de Vivre translated to English means Joy of living. I really like this title as it makes you think what we do as Recreation Therapists as we strive to bring the joy of living to our patients/clients each day.

Joie de Vivre (Joy of Living) makes me think about our profession and what makes us unique from our health care partners. We use Therapeutic Recreation interventions to bring meaning and a better quality of life to the persons we are serving. We are evidence based and have strong theory behind how we practice much like the other disciplines we work with but how many of those other professions bring joy and happiness to patients/clients like we do? A patient once came to me upon their discharge and said “thank you! You helped bring meaning back to my life”. This comment has stayed with me ever since and it always brings a smile to my face when I can bring joy to others whether it is large or small.

This conference looks amazing from start to finish. We have so many experts in the field of Therapeutic Recreation that are going to share their expertise and knowledge. Take the time to enhance your community of practice while spending time networking with other delegates.

I am very excited about this conference as it is being held in Quebec City, Quebec. There is so much history and culture in Quebec City and it is a time for us all to learn and embrace what the French culture has to offer. Enjoy your time learning, networking and having fun!

I am looking forward to seeing you all on June 19th

Chris Richard, CTRS
President of CTRA





Welcome Message from Conference Co-Chairs:

We all seek joy in our lives. On a daily basis, whether we are receptive to it or not, many moments offer us the opportunity to experience joy. As professionals in recreation therapy, we also have the fortune to be able to create or facilitate opportunities which will increase our clients' joie de vivre. Joie de vivre, the commonly used French expression, seemed a perfect fit for the theme of this year's conference, especially since we will be immersed in the bucolic European-style of Quebec City.

Joy, as it relates to our profession, will be explored in various ways throughout the sessions offered, highlighted by our opening and closing keynotes. We are thrilled to welcome Dr. Lynn Anderson, CTRS and Distinguished Service Professor at SUNY Cortland, who will impart her innovative research and expertise on the strengths-based approach to service provision in therapeutic recreation. Todd Nicholson, five-time Paralympian and Canada's Chef de Mission at the 2018 Paralympic Winter Games and his wife Emily Glossop, Recreation Therapist and Canadian Para-Alpine Ski Team guide skier, will also share their inspiring stories of resilience and how to find gratitude and joy despite adversity. In addition to these renowned professionals, the diverse sessions and many conference activities available are sure to rekindle and re-energize us and our passion for our profession.

We look forward to welcoming all participants to this stimulating event! As is tradition with all CTRA conferences, we hope that you will rekindle friendships and continue to build networks while learning about therapeutic recreation research and practices across the country and on an international level. Of course, it wouldn't be a CTRA conference if you didn't allow yourself a little fun at the same time!

Merci beaucoup! Thank you all!

See you soon, à bientôt!

Erica Botner and Magdalena Blaise

CTRA 2019 Conference Co-Chairs





General Information:

CTRA 2019 ACLT

Hotel Information:



Hotel Le Concorde Quebec

CTRA Rate \$155 a night/excludes parking starting June 15th -22nd, 2019
(if arriving earlier/staying later please phone 1-800-463-5256)

CTRA's Group Code: **617165**

Phone Reservations : 1-800-463-5256

Online Reservations : <https://reservations.travelclick.com/108333?userType=GRP>

Select the number of rooms you would like to book and select the number of adults and children who will share the room. Click on Add Code and choose Group Attendee

Case Group Code, enter 617165 and click on ADD.

Select and go to the next step. Select the arrival date. Select the departure date.

Follow the steps to complete your reservation and give your credit card information for guarantee.

West Jet Code: R9YY61B **Travel Agents use code:** WAA54



Keynote Speakers

Opening Keynote: Dr Lynn Anderson



Dr. Lynn Anderson is a Distinguished Service Professor in the Recreation, Parks and Leisure Studies Department at State University of New York at Cortland, and the director for the Inclusive Recreation Resource Center. She has been active in the field of therapeutic recreation, inclusion, and outdoor recreation for over 35 years, and has won numerous teaching, service, and research awards. Dr. Anderson is the program coordinator for the graduate level therapeutic recreation online programs at SUNY Cortland. She has developed and delivered the full online curriculum to graduate students across the U.S. and Canada. Dr. Anderson serves as associate editor or reviewer for several journals in the field and has written two textbooks, including the text *Therapeutic Recreation Practice: A Strengths Approach*, published by Sagamore-Venture Publishing. Her research focuses on inclusion, strengths approach, and therapeutic benefits of nature-based experiences. She has her master's degree in outdoor recreation and park management from the University of Oregon and her Ph.D. in therapeutic recreation from the University of Minnesota.



Closing Keynote: Todd Nicholson and Emily Glossop



Emily has a Bachelor of Health Science in Human Kinetics and has been working as a Recreation Therapist with the CHEO (formerly known as the Ottawa Children's Treatment Centre) for over 15 years. As a Recreation Therapist, she develops, facilitates and evaluates Recreation and Leisure programming for children and youth between the ages of 6-18 yrs who are diagnosed with a physical and/or developmental disability including Autism and Asperger's. Emily is a former member of the Canadian Para Alpine Ski Team. Emily represented Canada as a Guide for Kathleen Forestell, one of Canada's former Visually Impaired athletes. Kathleen and Emily were ranked 2nd overall at the World Championships in 2007/2008. Emily was also a speaker for Canadian Paralympic Committee Changing Minds, Changing Lives program.

Todd Nicholson's significant accomplishments have been both on and off the fields of play. As an elite athlete and for over a quarter of a century, Todd represented Canada on the international stage as a member of Canada's National Paralympic Sledge Hockey Team and a number of other summer sports throughout his career. During his years on the national sledge hockey team, Todd competed in five Winter Paralympic Games and brought home bronze, silver and gold medals. He is currently the chairperson for Own the Podium. He is regularly called upon to help motivate and to strive for excellence regardless of hurdles in the path to success. Todd is a valued and respected employee of the CBSA which now benefits from his experiences. Todd was awarded in 2015 the Presidential Citation for Meritorious Service, an award that is nominated by the President only and in 2017 was awarded the Order of Ottawa.



CTRA 2019 – Conference Sessions

Time	Sessions
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Tuesday June 18 th	
6:30-8:00pm	Registration Table Open
6:30-8:00pm	Welcome meet and greet

Time	Sessions
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Wednesday June 19 th	
Day 1	
7:00am - 8:00am	Registration Table Open Continental Breakfast (<u>provided</u>) Words of Welcome
8:00am – 10:30am	101a: Mindfulness and Acceptance Commitment Therapy to Enhance Wellbeing through Nature-based Therapeutic Programming (half-day) 102a: Therapeutic Recreation Educators Forum (half-day) 103: An Update on Pilot Project Series - Therapeutic Recreation in Schools for Students with Mental Health, Physical, Developmental and/or Learning Disabilities. 104: Music is a Call to the Soul: Implementing the iPod Project at Donald Berman Maimonides Geriatric Centre (DBM) 105: The Role of Recreation in Therapy in Wound Prevention and Management
10:30am- 10:45am	Break



Wednesday June 19th	Continued
10:45am – 12:15pm	<p>101b: Mindfulness and Acceptance Commitment Therapy to Enhance Wellbeing through Nature-based Therapeutic Programming (half-day)</p> <p>102b: Therapeutic Recreation Educators Forum (half-day)</p> <p>106: Evidence-Informed Practice: Creating Effective and Meaningful Interventions</p> <p>107: YouQuest: A Wellness Community where People with Young Onset Dementia Enjoy an Active and Rewarding Quality of Life</p> <p>108: Promoting the Growth of Therapeutic Recreation Through Your Personal Brand</p>
12:15pm – 1:15pm	Lunch (<u>provided</u>)
1:15pm - 2:45pm	<p>109a: Transforming Practicum Experiences: Connecting the Profession Across Canada (Part 1)</p> <p>110a: A Call to Action for Advocacy in Therapeutic Recreation (half day)</p> <p>111: Optimizing Practice through a Recreation Therapy Continuing Care (LTC and Supportive Living) Framework</p> <p>112: Research in Action</p> <ul style="list-style-type: none"> • “I think we’re all just learning from each other”: m Experiences of an intergenerational daycare program • Fostering Support Through Sport During Spinal Cord Injury Recovery • Students’ Perspectives on Participation in a Peer Learning Initiative <p>113: Social prescribing and therapeutic recreation: Starting the conversation</p>
2:45pm-3:00pm	Break



Wednesday June 19th	Continued
3:00pm - 4:30pm	<p>109b: Transforming Practicum Experiences: Connecting the Profession Across Canada (Part 2)</p> <p>110b: A Call to Action for Advocacy in Therapeutic Recreation (half day)</p> <p>114: Expérience inclusive de plein air: la recherche au service de la pratique</p> <p>115: Research in Action</p> <ul style="list-style-type: none"> • Challenging preconceived notions through human connection: A living library experience • Time lasts forever: Challenges and opportunities for accessing meaningful recreation and volunteer opportunities in the community with a criminal record • Health work as a social justice approach to working with individuals with lived experience of mental illness <p>116: Volunteer Management from a Therapeutic Recreation Perspective</p>
6:30pm - 7:30pm	CTRA Awards
7:30pm - 10:00pm	Networking, Wine & Cheese: Silent Auction, Posters, Exhibitors

Thursday June 20th	Day 2
7:00am - 8:30am	Registration Table Open
7:00am - 8:30am	Breakfast at Le Ciel (<u>provided</u>)
8:30am - 10:00am	200: Keynote Address by Professor Lynn Anderson: Flourishing through Leisure: Discovering Joie de Vivre
10:00am - 10:15am	Break - Exhibitors open
10:15am - 11:15am	201a: CTRA BOD Communities of Practice Part 1
11:15am - 11:30pm	Break - Exhibitors open
11:30am - 12:30pm	201b: CTRA BOD Communities of Practice Part 2
12:30pm - 1:30pm	Lunch (<u>provided</u>) - Exhibitors open



Thursday, June 20th	Continued
1:30pm – 2:30pm	<p>202: Recreational Therapy Perspective on Non-Pharmacologic Pain Management for Individuals with Spinal Cord Injury</p> <p>203: The changing landscape in higher education and future of Therapeutic Recreation programs and curriculum.</p> <p>204: My journey into starting a Therapeutic recreation business in Ontario</p> <p>205: NCTRC Recertification and Areas of Specialization: Continuing Professional Competence</p> <p>206: Commercial Virtual Reality Systems as a Treatment Modality in Recreational Therapy</p>
2:30pm – 3:00pm	Break – Exhibitors open
3:00pm – 4:00pm	<p>207: Video Journaling as a Recreational Therapy Intervention</p> <p>208: Standardized Sensory Assessments: A Tutorial for Using the WNSSP and Other Quantitative Assessments within CCC and ABI Treatment</p> <p>209: Healthy Me! Making Me a Well-Being: An RT Program aimed to Develop Emotional Literacy in Children</p> <p>210: Student Perspective of Advocacy and Awareness within TR: An Exploration of Experienced Barriers to Leisure Participation of Individuals with Disabilities.</p> <p>211: NCTRC Internship and Professional Experience Requirements</p>



Thursday, June 20th	Continued
Evening	Social #1: Walking tour of Quebec 20\$ Join an experienced guide through the colorful streets of Old Quebec. Learn about the history, the culture and the meaning of some of the oldest structures in Canada. Meet in front lobby at 4:45pm.
	Social #2: Cabane à sucre 45\$ An unforgettable meal in a traditional setting. One of our longest running Quebecois traditions. Don't miss it!! Meet in front lobby at 5h45pm.

Friday June 21st	Day 3
7:15am – 8:15am	Registration Table Open NCTRC Certificants' Meeting Breakfast (<u>provided</u>)
8:30am – 10:00am	301: A Sampler of Strengths-Based Implementation and Facilitation Strategies in Recreation Therapy 302: How Leisure Education Can Support Older Adults to Live a Meaningful Life after Retirement 303: Let's Connect: Facilitating Identity Reconstruction for Life After Stroke 304: Applying Positive Psychology Principles Using the PERMA-Profiler to Recreational Therapy Practice in Substance Use Disorder Treatment 305: Therapeutic Recreation in Pediatric Palliative Care-Caring for the entire family.
10:00am – 10:30am	Break – Exhibitors open



Friday, June 21 st	Continued
10:30am – 12:00pm	<p>306: Exploring well being, positive psychology and joy as foundations for intervention for atypical populations in LTC practitioners and residents perspectives.</p> <p>307: Refocusing Culturally Competent Therapeutic Recreation Practice Through an Intersectional Lens</p> <p>308: Community-based Participatory Research as Serious Leisure: Fostering Advocacy in Marginalized Communities</p> <p>309: CARTE Accreditation: Implications for the Recreational Therapy Practitioner</p> <p>310: Research in Action</p> <ul style="list-style-type: none"> • A replication survey of professional tasks and job satisfaction of Canadian therapeutic recreation workers • Australian professional identity in Therapeutic Recreation: Exploring perspectives from the field • 'Raising the Curtain' on the Lived Experience of Dementia
12:00pm – 1:00pm	CTRA AGM & Luncheon
1:00pm – 2:00pm	<p>311: Zeitgeist: Intergenerational c-design and storytelling: a unique evidence based program for long term care addressing loneliness, boredom and depression through university partnership.</p> <p>312: Dissolving disciplinary lines: Articulations of axiology and ethics to guide transformative practices and innovative approaches in leisure professions</p> <p>313: Learning from and informing others: An interdisciplinary approach to Therapeutic Recreation</p> <p>314: Preparing your site to support student internships</p> <p>315: Compassion Focused Therapy and Therapeutic Recreation Practice</p>
2:00pm – 2:15pm	Break – Exhibitors open



Friday, June 21st	Continued
2:15pm – 3:45pm	<p>316: Creating the Therapeutic Group and Facilitating the Process</p> <p>317: Using Narrative Therapy in Therapeutic Recreation Practice: Strategies for Creating a Positive Identity</p> <p>318: Cultural Competence: A Continuing Learning Journey</p> <p>319: Research in Action</p> <ul style="list-style-type: none"> • Waking up the Drum: Arts-based opportunities for collaboration with Indigenous communities and organizations • Developing a family leisure education program for families with a child with disability: What's new? • Discovering Purpose through Leisure: The Role of Therapeutic Recreation in a Community-Based Eating Disorders Program. <p>320: Expressive Arts in Mental Health: The PeaceLove Movement</p>
3:45pm – 4:00pm	Break – Exhibitors open
4:00pm – 5:00pm	321: Closing Address by Todd Nicholson and Emily Glossop Never Give up on your Dreams
Saturday June 22nd	Day 4
11:00am – 3:00pm	<p>Social #3: AML Cruise 40\$*</p> <p>Get a first class view of the city and surrounding areas by way of water. Montmorency Falls and l'Île d'Orléans are not to be missed!</p> <p>*includes price of cruise only. Participants are responsible for getting themselves to the pick up location (about a 20 minute walk from the hotel).</p>



Poster sessions

1. Please don't sweep us under the rug...we care & can help: Caregiver's concurrent journey to husband's recovery from TBI
- Rosalyn Fast
2. Dealing Out the Truth: Perceived Benefits of Playing Card Games in Older Adults
- Sarah Gomes
3. Living with a Chronic Disease: Experiences of Well-being
- Jennifer Parks
4. Impact of Participation in an 8 week Urban Poling Program on Mood and Balance Confidence for Adults with Aquired Brain Injury. (ABI)
- Kathy Sulman
5. "Music is a call to the Soul" The iPod Program at Donald Berman Maimonides --
-Lucy Bridgeman
6. Just the Facts - TR Evidenced Based Fact Sheets
- Kellie Duckworth
7. Applying Experience Based Co-Design Methods in Healthcare
- Jennifer Ridgway



Detailed Session Descriptions and Learning Objectives Wednesday June 19th, 2019

101a and b: Mindfulness and Acceptance Commitment Therapy to Enhance Wellbeing through Nature-based Therapeutic Programming (half-day)

This workshop will explore the foundations of mindfulness and Acceptance Commitment Therapy (ACT) within the context of enhancing psychosocial wellbeing. The goal of ACT is to promote behavior change through six core principles: being present, diffusion, acceptance, self as context, valued living, and commitment to action. The session will be delivered through an interactive and experiential approach, whereby attendees will be invited to participate in activities, including mindfulness and breathing exercises, and art-based experiences. Drawing from interdisciplinary research (Truong, Ward, Tracey, & Gray, 2018; Tracey, Gray, Truong, & Ward, 2018), which included the development and evaluation of a bespoke intervention designed for young people with emotional and behavioral challenges, participants will learn about concrete examples of how ACT may be implemented in nature-based therapeutic programming.

Presenter: Son Truong

Learning Objectives:

1. Gain a basic understanding of Ecotherapy and Acceptance Commitment Therapy by identifying and describing their core tenets, including the ecological circle and the six core principles of ACT.
2. Identify at least two experiential activities based on ACT principles that may be integrated into therapeutic nature-based programming.
3. Describe facilitation skills that contribute towards effectively leading mindfulness activities to promote wellbeing.

102a and b: Therapeutic Recreation Educators Forum (half-day)

TR educators are the link between future TR practitioners (students) and current TR practitioners. Chatting with other educators informally at conferences can be a space for sharing ideas around education. Rather than leaving these discussions to chance, the educators forum session will seek to develop and nurture a community of Therapeutic Recreation (TR) educators to improve the quality and availability of TR education nationally. The intention is to have a TR educator forum every year at CTRA. The goals of the TR Educator forum are to address curricular and pedagogical challenges within TR education across the spectrum of education settings, exchange best practices in TR research and education to support the professional growth of academic TR professionals and the students they educate, and prepare students for their future professional roles, whether those roles are in academics, clinical practice, government, or industry.



Presenters: Anne-Marie Sullivan, Tristan Hopper, Devan McNeil, Sarah Moore, Jerome Singleton, Kimberly Woodford

Learning Objectives:

1. Communicate ideas about curriculum and pedagogical challenges in TR education and suggest potential solutions
2. Evaluate the impact of research on TR education
3. Plan ways to standardize curriculum where appropriate
4. Identify the current issues and trends of TR education in Canada

103: An Update on Pilot Project Series - Therapeutic Recreation in Schools for Students with Mental Health, Physical, Developmental and/or Learning Disabilities.

An update on the School Based Recreation Therapy pilot project will be presented with specific case studies that will focus on providing TR services to elementary and high school students in a Social Pediatric Clinic based in a core neighbourhood school, and secondly a high school Interprofessional clinic serving the mental health needs of adolescents with intellectual disabilities.

Linda Martin has been working with Therapeutic Recreation students over the past seven years piloting therapeutic recreation services in six different school-based programs, elementary and high school. TR services were piloted to improve functional independence, reduce sedentary behaviour, achieve developmental milestones, and improve physical literacy to create optimal learning environments, with a focus on supporting the treatment goals as referred by healthcare professionals, and secondly to support the student's individual learning plans.

Presenter: Linda Martin

Learning Objectives:

1. Identify a minimum of two school-based programs where recreation therapy services may be provided.
2. Provide a minimum of two examples of how therapeutic recreation can be used in schools to assist in supporting students Individual Learning Plans (ILP's).
3. Identify a minimum of two actions for implementing school-based recreation therapy within school divisions.

104: Music is a Call to the Soul: Implementing the iPod Project at Donald Berman Maimonides Geriatric Centre (DBM)

The iPod project at DBM has used personalized music to make a significant difference in residents' quality of life by enhancing person-centered care. This program offers therapeutic recreation specialists one more tool in their efforts to intervene in a non-pharmacological approach, in partnership with families and staff.



This therapeutic recreation intervention helps ease residents' suffering from symptoms of dementia and psycho-geriatric illnesses as evidenced by significantly reducing agitation, wandering and apathy and increasing improved affect, mood, physical mobilization and cooperation with care. This program has received both the North American Association of Jewish Aging Services and the Planetree Innovation Awards (2017).

Presenters: Kim Weippert, Lucy Bridgeman

Learning Objectives:

1. Identify 3 strategies in how to effectively launch an iPod Program in an organization.
2. Identify all the steps required to administer the iPod music questionnaire.
3. Identify the client outcomes using a behavioral checklist.

105: The Role of Recreation in Therapy in Wound Prevention and Management

Participants will learn how recreation therapy can play a key role in wound prevention and management of wounds. Participants will gain the knowledge and skill to assess and collaborate with the interdisciplinary team to help support patients with wound care issues. Participants will understand how the quality of life of patients with wounds may be negatively affected by pain, sleep disturbances, social and emotional concerns.

Presenters: Danielle Taylor, Rhonda MacLean

Learning Objectives:

1. Participants will identify 4 potential psycho-social impacts of wound care
2. Participants will gain knowledge and identify opportunities to collaborate with inter professional team to develop treatment goals for patient for wound prevention and management
3. Identify 4 recreation therapy assessment findings to address supporting a patient with a chronic wound.
4. Identify a minimum of 10 recreation therapy interventions to support a patient with chronic wound issues
5. Participants will list 5 best practice guidelines for wound prevention
6. Participants will list 3 best practice guidelines for wound treatment



106: Evidence-Informed Practice: Creating Effective and Meaningful Interventions

Evidence informed practice describes the process of using information about client needs, existing research and theory, and clinical expertise in the development of interventions. This particular style of creating effective and meaningful interventions sets the stage for program evaluation and efficacy research. This session will provide an overview of the process of developing evidence informed interventions and will describe how this process was used to translate a program designed for adults with mental health issues (Be Your Best Self) into an intervention suited for youth with mental health issues.

Presenters: Lauren Cripps, Colleen Hood

Learning Objectives:

1. Participants will be able to identify the three primary stake holders in the program design process.
2. Participants will be able to identify at least 3 strategies for translating programs into a new population.
3. Participants will be able to identify the intersection between evidenced-based practice, evidence-informed program design and best practice in Therapeutic Recreation.

107: YouQuest: A Wellness Community where People with Young Onset Dementia Enjoy an Active and Rewarding Quality of Life

YouQuest aims to provide appealing and relevant daytime support for individuals under 65 diagnosed with dementia. Each participant is assessed by a Recreation therapist, where individual goals, needs, and strengths are established and reviewed weekly. Collaborating with various community resources, participants are able to access and participate in a variety of recreational activities, enjoy healthy meal options and participate independently within a safe community environment.

Presenters: Beverly Hillman, Melissa Olin

Learning Objectives:

1. Gain knowledge of the unique needs of individuals with Young Onset Dementia
2. Identify 3 service delivery options for individuals with Young Onset dementia
3. Identify the value of collaborating with community resources to decrease the dementia stigma through increased awareness



108: Promoting the Growth of Therapeutic Recreation Through Your Personal Brand

Personal branding is the practice of people marketing themselves and their profession. This session is to gain knowledge on personal brand and how to use it to promote the advancement of the Therapeutic Recreation Profession. In addition, you will learn strategies of how to effectively advocate for residents/clients through the development of relationship building and service provider collaboration. Strategies will be provided to participants in an effort to grow your knowledge and confidence in the promotion and marketing of personal brand to advance Therapeutic Recreation.

Presenters: Katherine Plested, Bernice Hassen

Learning Objectives:

1. The delegate will be able to define personal brand as it relates to the promotion of Therapeutic Recreation
2. The delegate will learn 3 strategies to support the advocacy of Therapeutic Recreation
3. The delegate will leave with 3 tactics on how to apply this learning to your health care setting.

109a and b: Transforming Practicum Experiences: Connecting the Profession Across Canada (Part 1 and 2)

This is a two-part session. Part 1 of the presentation will explore the idea of standardizing the practicum/internship evaluation. Educators have been working on connecting similar evaluation tools, language, and format to the practicum experience across Canada. Our goal is to standardize the process for the benefit of site supervisors taking students from various education institutes, students at these institutes, and the profession overall. Site supervisors have expressed difficulties with learning the specific requirements and tools from various education institutes. There is also a need to align with the NCTRC Job Task Domains (NCTRC, 2018) for the evaluation of each student. A draft of an evaluation tool will be presented and discussed with contribution from a number of education institutes across Canada. We will discuss how and why we created this evaluation tool and its role in advancing the profession. We will discuss the piloting for this new tool. Part 2 will build on the previous discussions on a standardized evaluation tool for practicum experiences. Interactive discussions between supervisors, practitioners, and educators will be facilitated to provide feedback on the draft standardized evaluation tool. Participants will develop their ideas further from the worksheet in the previous session, activities facilitated by the presenters, and discussions from group members. Successes and challenges will be discussed on each section of the practicum evaluation tool. Results from this discussion will produce the final draft of



the evaluation tool used for the piloting across Canada. The presenters will also discuss different ways to provide orientation to potential supervisors of the evaluation tool before the practicum experience begins, with feedback from the participants in this session.

Presenters: Devan McNeill, Anne-Marie Sullivan, Kimberley Woodford, Sarah Moore, Jerome Singleton, Tristan Hopper

Learning Objectives:

1. Participants will be able to identify the different areas of the NCTRC Job Task Domains.
2. Participants will be able to differentiate the internship evaluation methods of different education institutes across Canada.
3. Participants will be able to identify two positive aspects for a standardized internship evaluation tool used for practicum experiences.
4. Participants will be able to identify 2 success of the standardized internship evaluation draft.
5. Participants will be able to identify 2 challenges of the standardized internship evaluation draft.
6. Participants will be able to understand the importance of piloting the standardized evaluation tool lead by the presenters for consistent practicum/internship experience across Canada.

110a and b: A Call to Action for Advocacy in Therapeutic Recreation (half day)

Focusing on NCTRC's professional knowledge domain of advancement of the profession, the aim of this interactive workshop is to explore how Therapeutic Recreation (TR) professionals can better advocate for our profession. Incorporating lecture, small group, and large group discussion, we will share the results of a study completed in Saskatchewan that examined TR services through the eyes of recreation coordinators, therapists, and managers. Participants in our study reported several formal and informal ways they advocated for the profession, yet acknowledged that greater efforts at advocacy are needed. Workshop attendees will have the opportunity to identify specific strategies for advocating for our profession and to develop a personal action plan for implementation at the local, provincial and/or national levels.

Presenters: Rebecca Genoe, Kathy Park, Doug Cripps, Sherri Nelson, Linda Ostryzniuk, Donna Boser, Zohal Azizi



Learning Objectives:

1. Participants will identify at least three challenges of TR service delivery
2. Participants will be able to identify at least three specific strategies to advocate for the TR profession
3. Participants will develop an action plan to address challenges and advocate for TR in their own workplaces

111: Optimizing Practice through a Recreation Therapy Continuing Care (LTC and Supportive Living) Framework

Please join us as we share our Recreation Therapy Continuing Care Framework, a collaborative effort between the North and Central Zones of Alberta Health Services (AHS). This framework is intended to better meet the needs of the residents, enhance therapeutic practice, optimize roles, utilize evidence-based practice and establish efficiency and effectiveness in service delivery. We will provide an overview of the framework, share our vision, experiences, future plans and engage you in a stimulating discussion. We invite you to listen and reflect on the framework and hope that this session sparks ideas that you can implement at your workplace to enhance therapeutic practice in Continuing Care.

Presenters: Patti Lanigan, Michelle Richard

Learning Objectives:

1. Identify 3 categories of service and learn about their characteristics.
2. Learn how to incorporate evidence-based practice into Continuing Care programming.
3. Identify how optimizing roles will provide effective services and better meet residents needs.

112: Research in Action

- ***"I think we're all just learning from each other": Experiences of an intergenerational daycare program***

This qualitative study explores the experience of an intergenerational program at a daycare that involved older adults, educators, and children. Literature suggests that intergenerational programs can enhance learning opportunities, decrease ageism, enhance self-worth and perceived competence. Our research probes an unexplored area by including children age 2-5 years at a child care centre. Interviews with the older adults (N=4), focus groups with the educators (N=10), and drawings with the children (N=20) were used to gain an understanding of the participants' experiences. Our findings will describe the program implementation in terms of a 'promising practice' that could be utilized by TR practitioners. Specifically, we will discuss the benefits and challenges of such an intergenerational program, from the perspective of 3 groups. Additionally, we will explain how



the participants experienced these intergenerational relationships and how the communication practices of all three groups.

Presenters: Shannon Hebblethwaite, Felice Yuen, Darla Fortune

Learning Objectives:

1. Participants will be able to describe 3 benefits of intergenerational programs.
 2. Participants will be able to describe 3 challenges of intergenerational programs.
 3. Participants will understand 3 strategies that therapeutic recreation practitioners can use to develop and implement intergenerational programs.
- **Fostering Support Through Sport During Spinal Cord Injury Recovery**
The session will focus on a research study conducted by a Douglas College Therapeutic Recreation student. The study investigated the different relationships that are a part of the recovery process from traumatic spinal cord injury. Specifically, the relationships that emerge from participation in adapted sport. The session will touch on what TR practitioners can do to foster these sporting relationships and understand the different forms of support that emerge from them.

Presenter: Lauren Swan

Learning Objectives:

1. Identify a benefit of participation in adapted sport after traumatic SCI.
 2. To understand the TR role in fostering relationships through adapted sport.
 3. Indicate the potential types of support that people receive during recovery from SCI
- **Students' Perspectives on Participation in a Peer Learning Initiative ****
There is limited research on the area of a leisure education program implemented with university students, as well as the delivery of said program being done by peers. This presentation will be presented by a student researcher on this project, who was also a co-participant in the learning process, with the assistance of one of their professors. We will be presenting the results of research that was gathered through focus groups and reflection assignments completed by all participants of the project, which included first-year, third year and senior therapeutic recreation (TR) students. This research was conducted to look at the benefits of leisure



education for university-aged students, as well as to see student's perspective on collective student learning opportunities.

Presenters: Allison Ellis, Susan Hutchinson

Learning Objectives:

1. Identify at least 2 roles of peers in student learning experiences.
2. Identify at least 2 student perceptions of peer-facilitated leisure education.
3. Identify at least 2 characteristics of effective peer learning experiences.

113: Social prescribing and therapeutic recreation: Starting the conversation

Social Prescribing describes the process of physicians and other healthcare providers referring patients to a range of non-clinical programs, services and events in their local community that are intended to improve patients' health and wellbeing. Dubbed "adding meaning to medicine", social prescribing may lead to referrals to voluntary work agencies, museums, social clubs, hobby and sports clubs, nature conservation areas, book groups, art and dance classes – just to name a few. Social prescriptions are associated with a range of benefits including enhanced self-esteem, improved mood, opportunities for social contact, and increased self-efficacy. Given the clear connection between social prescribing and therapeutic recreation (TR) practice, we believe it is essential to start conversations within the TR field about the implications of social prescribing. This purpose of this panel discussion is to explore the relationship between TR and social prescribing by considering both the possibilities and challenges associated with this growing movement.

Presenters: Darla Fortune, Erica Botner

Learning Objectives:

1. To be able to identify at least 2 connections between social prescribing and TR practice
2. To identify at least 2 benefits associated with social prescribing
3. To be able to identify at least 2 challenges associated with social prescribing

**114: Expérience inclusive de plein air: la recherche au service de la pratique :
Session in French**

Une équipe de recherche s'est intéressée aux conditions de l'expérience de plein air inclusive. Quatre enjeux en sont ressortis ainsi que des pistes d'action qui ont mené au développement d'outils. Les conditions de développement d'une offre inclusive centrée sur les potentiels ont été explorées dans un guide à l'intention des gestionnaires. La découverte des possibles a fait l'objet d'un guide pour les pratiquants avec des limitations et un collaborateur du milieu de la pratique a organisé une tournée du Québec avec du matériel adapté. L'environnement inclusif a été l'objet d'études, soit une par laboratoire vivant portant sur l'expérience de plein air en parc urbain et une étude participative sur la marche en sentiers urbains.



Finalement, la pratique sécuritaire d'activités de plein air a été l'objet d'un projet interdisciplinaire menant à l'élaboration d'une formation sur l'utilisation de matériel adapté. A research team focused on the conditions of the inclusive outdoor experience. Four issues emerged as well as courses of action that led to the development of tools.

The conditions for the development of an inclusive offer focused on potentials have been explored in a guide for managers. The discovery of the possibilities was the subject of a guide for practitioners with limitations and a collaborator from the field of practice organized a tour of Quebec with adapted material. The Inclusive Environment was the focus of one living laboratory study of the outdoor urban park experience and a participatory urban trail study. Finally, the safe practice of outdoor activities was the subject of an interdisciplinary project leading to the development of training on the use of adapted equipment.

Presenters: Hélène Carbonneau, Alexandra Gilbert

Objectifs d'Apprentissages/Learning Objectives:

1. Les participants acquerront des connaissances sur la notion d'expérience inclusive de plein air et les conditions déterminantes pour une telle pratique/ Participants will gain knowledge of the concept of inclusive outdoor experience and the conditions for such a practice
2. Les participants pourront identifier 2 pratiques inspirantes en plein air inclusif issues de recherches (guides de pratiques, outils de sensibilisation, outils de formation)/ Participants will be able to identify 2 inspiring outdoor inclusive practices from research (practice guides, awareness tools, training tools)
3. Les participants seront en mesure d'identifier 2 résultats de la recherche participative /Participants will be able to identify 2 outcomes of participatory research

115: Research in Action

- **Challenging preconceived notions through human connection: A living library experience**

This study explores experiences of therapeutic recreation (TR) students who participated in a living library during which they were in the role of "readers" of "living books". A living library is a method of informal education that encourages social awareness and respect for human rights. "Living books" are often people who experience discrimination and stereotyping. In this study, each "living book" had a diagnosed mental illness. These types of educational initiatives that encourage open dialogue have been found to significantly improve knowledge about mental illness and reduce stigma-related attitudes. Findings from interviews conducted with TR students suggest that they are not immune to holding preconceived notions and



unconscious stereotypes about mental illness and can benefit from acquiring a deeper understanding of the person behind the diagnosis. This study highlights how such opportunities for human connection provide powerful learning experiences that can both simultaneous:

Presenter: Darla Fortune

Learning Objectives:

1. Participants will be able to define a living library
2. Participants will be able to identify at least 1 way a living library could be used in their TR practice
3. Participants will be able to identify at least 2 potential benefits for readers based on research findings

- ***Time lasts forever: Challenges and opportunities for accessing meaningful recreation and volunteer opportunities in the community with a criminal record***

Presentation will outline background information on over-representation of individuals with mental illness within the criminal justice system, systematic denial of access to meaningful activities to support community integration, and research on recreation, criminal justice, and community integration. Presenter will share details on findings from a collaborative research project focused on challenges and opportunities for accessing meaningful recreation and volunteer opportunities from the perspectives of front-line staff and individuals with mental illness who have criminal records. Based on findings, presenter will make recommendations for recreation therapy's role in creating communities that are inclusive and supportive of persons simultaneously experiencing the challenges of having mental illness and a criminal record. Key topics will include recovery-oriented practice, strengths-based approaches, and community reintegration.

Presenter: Brittany Weisgarber

Learning Objectives:

1. Participants will be able to identify 3 factors that contribute to over-representation of individuals with mental health challenges in the criminal justice system
2. Participants will recognize 3 systematic barriers to meaningful community opportunities experienced by individuals who have both a criminal record and mental illness
3. Participants will have basic understanding of how therapeutic recreation services could contribute to increasing access to meaningful community/social/leisure/recreation/volunteering opportunities for person with mental illness and criminal records



- **Health work as a social justice approach to working with individuals with lived experience of mental illness**

Although recovery and psychosocial models of care hold promise for shifting the biomedical paradigm within a mental health care system, these models primarily focus on the individual, with recovery conceptualized as an individual journey unencumbered by social and structural barriers (Morrow, 2013). As a result, those working within the mental health system often fail to explore and address the ways in which intersections of social and structural power relations shape the experiences of recovery at the individual and societal levels. Imagining Inclusion is a 3-year community-based participatory research (CBPR) project that employed a Photovoice methodology to explore lived experiences of health work. Health work is the intentional, highly individualized, lifelong, precarious and often invisible effort involved in recovery process. This presentation will discuss lived experiences of health work and explore its implications for social justice-oriented TR practice in mental health.

Presenters: Ania Landy, Colleen Reid, Maya Alonso

Learning Objectives:

1. Participants will be able to describe photovoice methodology and list 3 benefits of applying it to explore stories and experiences of mental illness.
2. Participants will be able to describe the concept of health work.
3. Participants will be able to identify 3 ways to incorporate a health work lens in TR practice in mental health.

116: Volunteer Management from a Therapeutic Recreation Perspective

The management and administration of volunteers is often a required and essential component of TR services. This presentation will discuss the structured volunteer programs within the McGill University Health Care (MUHC) - Adult Sites. Successful volunteer programs strengthen client outcomes and enhance professional competencies in TR when clear distinction between professional and volunteer roles are defined. This session will provide examples of developed protocols and training tools used to effectively educate volunteers at the MUHC.

Presenter: Michelle Vezina, Ann-Marie Cote



Learning Objectives:

1. Provide at least one example of the purpose of volunteer intervention programs according to current best practices.
2. Identify at least three strategies in addressing risk-management practices.
3. To identify at least three strategies in monitoring and evaluating volunteer intervention program outcomes.

Thursday, June 20th

200: Keynote Address- Flourishing through Leisure: Discovering Joie de Vivre

Joie de vivre – joy of living, zest, exuberance, savoring, happiness – is an aspiration we all have for our daily lives and in our quest for well-being. Leisure plays a central role in well-being and is at the heart of the profession of therapeutic recreation. In this session, we will explore the strengths approach in therapeutic recreation, as articulated through the Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model and the Upward Spiral Theory of Lifestyle Change, as a framework for why and how leisure can drive sustained positive lifestyle change, well-being, and joy. When recreation therapists design services around the person’s unique strengths, goals, aspirations, and dreams instead of a person’s disability or deficits, we will help others discover “joie de vivre!”

Presenter: Doctor Lynn Anderson

Learning Objectives:

1. Participants will be able to identify at least 3 differences between the strengths versus the deficits approach to service provision.
2. Participants will identify 2 important ways that leisure, joy, and positive emotion can drive an upward spiral toward health and well-being with participants.
3. Participants will identify the 6 major domains of the Flourishing through Leisure Model: An Ecological Extension of the Leisure and Well-Being Model as implemented in recreation therapy practice.

201a and b: CTRA BOD Communities of Practice Part 1 and 2

CTRA is developing several nationwide communities of practice (COP) to promote evidenced-based resource sharing, higher standards of practice, and consistency to facilitate networking and collaboration, and to find and share evidence-based literature, assessments, and other helpful resources specifically related to the population you work with. These COPs will meet face to face annually at the CTRA conference, and connect throughout the year using social media, webinars, e-newsletters, etc. Find out how you can be part of these exciting new groups to improve your TR competencies and effectiveness, offer or receive mentorship, and



share evidence and helpful resources. Share your input to help CTRA brainstorm ideas and plan priorities of focus for the next year.

Presenters: Carl Ings, Janis Smith, Glenn Skimming, Rebecca Genoe

Learning Objectives:

1. Understand the concept of a TR Community of Practice, and what COP groups will be offered in Canada.
2. List at least 5 benefits of participating in a community of practice to help you grow and practice as a TR professional.
3. Network with 3 or more TR professionals from your COP and brainstorm/prioritize at least 1 idea of something you would like to see in your TR Community of Practice in the future

202: Recreational Therapy Perspective on Non-Pharmacologic Pain Management for Individuals with Spinal Cord Injury

The use of alternative or complementary treatment options to pain management has become a necessary intervention when treating pain among individuals with spinal cord injury (SCI). This session will review the types of pain individuals with SCI experience as well as non-pharmacologic evidence-based practices that recreational therapists could employ to reduce pain and increase quality of life among individuals with SCI.

Presenter: Melissa Zahl

Learning Objectives:

1. Identify the different types of pain individual with SCI experience.
2. Identify the importance of physical activity as a non-pharmacologic intervention to treat pain.
3. Identify at least 2 modifications for recreational therapy facilitated treatment.

203: The changing landscape in higher education and future of Therapeutic Recreation programs and curriculum.

The landscape in higher education is rapidly changing in North America. This session will identify trends in Canadian Universities and how this will impact the next generation of Therapeutic Recreation programs and curriculum. The session will include a combination of presentation and discussion to address the opportunities for colleges and universities offering Therapeutic Recreation. The session will also address opportunities for students in Therapeutic Recreation programs to become more engaged in the delivery of services within the university.

Presenters: Shawn Wilkinson, Lisa Ostiguy



Learning Objectives:

1. Participants will be able to identify eight trends impacting the future delivery of programs and services in higher education.
2. Participants will be able to generate a list of at least 4 opportunities and 4 challenges with concrete examples of impacts on programs and future development of curriculum.
3. Participants will identify at least three opportunities for Therapeutic Recreation within the university services.

204: My journey into starting a Therapeutic recreation business in Ontario

During this session, I will be sharing my experience of starting my own Mobile Therapeutic recreation business in Ontario. I will share the different steps that I have taken in order to set up my project, from licensing the business, to legal implications, accounting tips and networking opportunities. While I am not an expert in the subject, I am excited to be sharing my experience, with its challenges and successes, with other Therapeutic recreation specialists who are interested in knowing more about the process.

Presenter: Tania Silletta

Learning Objectives:

1. Participants will be able to identify at least 3 key steps to starting their own Therapeutic recreation business in Ontario.
2. Participants will be able to recognize at least 4 resources available to entrepreneurs and professionals who are starting their own Therapeutic recreation business in Ontario.
3. Participants will be able to recognize at least 2 challenges they may face when starting their own Therapeutic recreation business in Ontario.

205: NCTRC Recertification and Areas of Specialization: Continuing Professional Competence

This session provides an in depth coverage of recertification standards and requirements for the areas of specialization. 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.

Presenter: Susan Kaufer, Robin McNeal



Learning Objectives:

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.

206: Commercial Virtual Reality Systems as a Treatment Modality in Recreational Therapy

Virtual Reality (VR) interventions have the potential to be used as a treatment intervention by Recreational Therapists working with individuals presenting a wide range of disabilities and leisure interests. What is VR and how does it work? This session will cover the basics of VR including different systems available, basic operations, equipment needed, gaming setup, cost, available VR games and apps on the market, adaptability for different functioning levels, and suggested uses for different populations. This is an introductory session to provide basic information and a general overview about VR's current use and potential future applications in Recreational Therapy.

Presenter: Lauren Lee Isaacs

Learning Objectives:

1. Identify 3 different VR gaming systems that are currently available and appropriate for use in Recreational Therapy.
2. Describe how to use VR to address treatment goals in at least one population of interest.
3. Discuss indications and contraindications of the use of VR in RT treatment.

207: Video Journaling as a Recreational Therapy Intervention

Journaling is the process of using personal reflections and descriptions of experiences in order to document them, reflect, and ultimately facilitate personal growth. While journaling has historically been done in writing, the use of video for journaling is a relatively new approach. Film and video are used extensively in today's society and are increasingly accessible. Additionally, some advantages have been identified in the use of video over the written word. This session provides an overview of video journaling, and summarizes a research study that introduced a video journaling program as a part of recreational therapy services for adults receiving residential treatment for a substance use disorder. Resources and guidelines to implement a video journaling program in diverse settings will also be provided.

Presenter: Rhonda Nelson



Learning Objectives:

1. Identify possible ways that video journaling can be utilized in a recreational therapy program.
2. Describe the resources needed to implement video journaling sessions in a treatment setting.
3. Identify 4 standardized assessment tools that can be utilized to measure outcomes of RT video journaling interventions.

208: Standardized Sensory Assessments: A Tutorial for Using the WNSSP and Other Quantitative Assessments within CCC and ABI Treatment

This session will instruct Recreation Therapists on how to complete sensory assessments on patients who are neurologically complex and/or minimally conscious. Participants will learn how to assess and evaluate patients' ability to participate in Recreation Therapy sensory stimulation interventions, such as Snoezelen. Step-by-step interactive instructions and in-depth explanation of the WNSSP assessment tool, as well as overview and comparisons of other commonly used assessments will be provided. Further, participants will learn which sensory interventions to use with their patients, and how to add quantitative data to sensory stimulation practice..

Presenter: Amanda VanOuden

Learning Objectives:

1. Identify 3 standardized assessment tools that Recreation Therapists can use with minimally conscious patients
2. Increase knowledge and confidence in how to use the WNSSP assessment tool to assess patients for Recreation Therapy treatment.
3. Identify how to incorporate sensory assessment quantitative data into Recreation Therapy sensory interventions and program evaluations.

209: Healthy Me! Making Me a Well-Being: An RT Program aimed to Develop Emotional Literacy in Children

Healthy Me! is a curriculum designed for children aimed to develop the necessary skills to increase emotional health which will increase well-being and overall quality of life. Its overall intended goal is to increase quality of life across the lifespan. In order to attain and maintain health across the lifespan, emerging evidence suggests that early and middle childhood development stages set the foundation for healthy development. Growing recognition exists for prevention and health promotion tactics as a means for addressing mental health during these developmentally sensitive periods. An effective method of providing interventions to support the development of skills that create a healthy life is Recreation Therapy. Developed by a Recreation Therapist, this program is designed in accordance with trending



baseline standards among education professionals. This session will discuss the foundational research, the program, and the preliminary results of the program.

Presenter: Jamie Bennett

Learning Objectives:

1. Participants will be able to identify three sources of research that supports the Healthy Me! curriculum.
2. Participants will be able to identify the assessment tools used to measure the Healthy Me! curriculum.
3. Participants will gain understanding of the preliminary results associated with the Healthy Me! curriculum. Participants will be able to identify opportunities for implementation into practice.

210: Student Perspective of Advocacy and Awareness within TR: An Exploration of Experienced Barriers to Leisure Participation of Individuals with Disabilities.

This session will be an exploration of the process involved in creating an awareness campaign centered on the self-empowerment of the individuals at the forefront of an advocacy initiative. In utilizing awareness campaigns to exemplify the process—the presenters will analyze the current research on barriers to leisure participation and empowerment through advocacy. Structured with an interactive discussion and activity on how to advance efforts in advocacy and awareness within the field of TR. This one-hour workshop will provide practitioners, educators and students with the tools needed to turn their passion and advocacy aspirations into concrete and attainable awareness campaigns.

Presenter: Annalisa Consalvo, Chelsea Crockford, Laura Bustamante

Learning Objectives:

1. The participants will identify and explain three barriers to leisure participation identified in the research.
2. The participants will identify and explain three strategies to empower participation through advocacy identified in the research.
3. The participants will identify and explain the process of creating an awareness campaign centered on a strength-based approach.
4. The participants will identify and explain a tool and/or technique that sustains advocacy.

211: NCTRC Internship and Professional Experience Requirements

Internship and professional experience is an integral part of preparing the future professional for practice as a successful Certified Therapeutic Recreation Specialist.



Supervision is the link between education and practice for the new professional. In order to best prepare a student, it is necessary that all individuals involved in the internship experience be aware of the current standards for the internship experience. For Equivalency Path B, requirements for CTRS supervision of work experience will be emphasized. This session provides an in-depth coverage of the NCTRC Internship Standards as well as the Equivalency Path process using work experience. It will include the requirements necessary to complete a CTRS supervised internship experience, CTRS supervised Equivalency Path B work experience and the Equivalency Path A professional experience requirement.

Presenter: Susan Kaufer, Robin McNeil,

Learning Objectives:

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

Friday, June 21st

301: A Sampler of Strengths-Based Implementation and Facilitation Strategies in Recreation Therapy

In this session, we will explore evidence-based facilitation and implementation strategies useful to recreation therapy practice using a strengths approach. Participants will get hands-on practice in a sampling of evidence-based and emerging practices and explore the research underlying their effectiveness.

Presenter: Doctor Lynn Anderson

Learning Objectives:

1. Participants will be able to identify principles that guide the implementation of strengths-based practice.
2. Participants will be able to identify and engage in six evidence-based strategies that utilize a strengths approach.
3. Participants will identify at least three new ways they can infuse strengths-based strategies into their own practice in recreation therapy.



302: How Leisure Education Can Support Older Adults to Live a Meaningful Life after Retirement

The transition to retirement involves a process of adjusting to one's new social roles and lifestyle patterns. Many retirees have reported having problems adjusting to their retirement, which may lead to lessened social interaction, reduced activity levels, increased boredom, and decreased life satisfaction. Recreation therapists and RT assistants can empower retirees to enact meaningful changes and better settle into their retirement patterns through leisure education. In this session, we will introduce the Optimizing Lifelong Health through Therapeutic Recreation Model and the use of the model in developing leisure education programs. This model is grounded in the gerontology theory of Selection, Optimization, and Compensation that emphasizes the process of mastery adaptations and its contribution to successful aging. We will also review factors contributing to the leisure participation of retirees, share protocols of leisure education programs, and discuss potential program outcomes.

Presenter: Pei-Chun Hsieh

Learning Objectives:

1. Identify three factors affecting leisure activity patterns in retirees.
2. Identify two topics for leisure education sessions.
3. Identify three potential outcomes of leisure education

303: Let's Connect: Facilitating Identity Reconstruction for Life After Stroke

After a stroke, it can be challenging to reclaim one's sense of self. Drawing on research and work with stroke survivors, this session will consider ways in which leisure may be a context for identity reconstruction. Suggestions for facilitating identity reconstruction in and through therapeutic recreation will also be discussed

Presenter: Chris Rafuse, Susan Hutchinson

Learning Objectives:

1. Participants will be able to identify at least 3 effects of a stroke on people's identities.
2. Participants will be able to verbalize why it is important to address identity issues as part of ongoing rehabilitation efforts.
3. Participants will be able to identify at least 3 techniques for supporting identity reconstruction in TR settings.

304: Applying Positive Psychology Principles Using the PERMA-Profiler to Recreational Therapy Practice in Substance Use Disorder Treatment

Positive Psychology principles are gaining popularity and have been embraced by a variety of health professionals in diverse service settings. There is a natural fit for



positive psychology approaches in the treatment of substance use disorders. However, adoption of positive psychology principles in this healthcare arena is still in its infancy. This session outlines the development and implementation of a positive psychology- based RT program in a residential substance use treatment facility. Initiatives connected to each phase of the APIE process will be described and supported with clinical examples. Participants will be introduced to the PERMA-Profiler as an assessment and evaluation tool that can be utilized to a) document individual client progress, and b) evaluate overall program effectiveness. Results of a one-year collaborative program evaluation, involving RT practitioners and researchers will be presented.

Presenter: Rhonda Nelson

Learning Objectives:

1. Describe the benefits of applying Positive Psychology principles to recreational therapy (RT) treatment and the advantages of using the PERMA-Profiler for client assessment and evaluation.
2. Identify RT treatment goals that align with the PERMA-Profiler and discuss corresponding RT interventions relevant to substance use disorder treatment.
3. Explain how individual client data can be compiled and utilized in larger program evaluation and quality improvement initiatives.

305: Therapeutic Recreation in Pediatric Palliative Care - Caring for the entire family.

This workshop will be run by recreation therapists who work at Roger Neilson House; a pediatric palliative care hospice located in Ottawa, ON. Pediatric palliative care is a service offered to children and families diagnosed with a life limiting illness who are not likely to live to adulthood. Recreation Therapists will show how therapeutic recreation works in congruency with family centered care towards a common goal of quality of life to all members of a family unit. This workshop will focus on the influence of TR with an individual child who is terminally ill as well as their siblings and parents. The use of a case study will allow participants to get a real life view of the impact on not only each family member individually but also as a whole family unit. This session will be discussion based and bring awareness to a socially isolated population.

Presenters: Danielle Scarlett, Katt Brooks



Learning Objectives:

1. Participants will be able to identify 3 major populations served in a pediatric palliative care hospice
2. Participants will be able to list 1 need of each of the populations served in PPCH.
3. Participants will be able to name at least 5 benefits that TR brings to an entire family within the scope of PPCH.

306: Exploring well-being, positive psychology and joy as foundations for intervention for atypical populations in LTC practitioners and residents' perspectives.

Recreation therapy teams in long term care are frequently challenged with meeting needs of persons who self report they do not wish to experience traditional recreation programs because 'they are not for them.'

This session will provide how Northwood 's recreation therapy team has had success in providing treatment programs for these populations. Themes of positive psychology, well being and joy will be discussed and utilization in both explicit and implicit ways within program planning and implementation. Presenters will provide opportunities to discuss how the same well being and positive psychology models support professional quality of life.

Presenters: Rhonda MacLean, Ashley Penton

Learning Objective:

1. Participants will be able to describe atypical populations in long term care
2. Participants will be able to identify at least 3 programs that utilize positive psychology and well being themes.
3. Participants will be able to identify at least two ways they can implement programs with positive psychology and well being in their work life.

307: Refocusing Culturally Competent Therapeutic Recreation Practice Through an Intersectional Lens

During this interactive session, participants will explore how insufficient resources and preparation to develop culturally competent therapeutic recreation specialists may constrain our therapeutic rapport with the clients we are charged to serve, and further marginalize a client's identity and sense of community. The presenters will trace the historical roots of intersectionality theory and illustrate practical ways intersectionality may be applied to TR/RT curricula and practice models in order to illuminate and address existing power dynamics and identity politics in play within therapeutic milieus. Presenters will facilitate activities and discussions that will aid session participants in identifying how their own multifaceted identities may interact with those of their clients, as well as how they may facilitate more culturally



safe assessment, planning, implementation and evaluation of therapeutic activities by utilizing principles presented during this session.

Presenter: Stephen Lewis, Jason Page

Learning Objectives:

1. Define intersectionality within a therapeutic recreation context.
2. Apply general principles of intersectionality to all stages of the RT process.
3. Discuss at least two practical strategies to promote client empowerment and culturally safe practices through a reflexive approach to service delivery.

308: Community-based Participatory Research as Serious Leisure: Fostering Advocacy in Marginalized Communities

The serious leisure perspective (SLP) allows for a more nuanced conceptualization of leisure within a contemporary social life and society (Stebbins, 1992). However, the concept of serious leisure has not been seriously taken up by the therapeutic recreation profession despite the identification of the concept in the early 1990s. In this lecture, we will use two community-based participatory research (CBPR) case study examples, *Imagining Inclusion* and *Raising the Curtain*, to explore how diverse individuals experiencing marginalization engaged in CBPR to instigate and support community-driven advocacy efforts as a form of serious leisure. In the second part of the session, we will explore strategies for harnessing the potential of SLP with marginalized groups within the broader context of TR practice. We will end the session by discussing opportunities and challenges for embedding SLP approaches within TR practice.

Presenters: Ania Landy, Maggie Bosse, Colleen Reid, Maya Alonso

Learning Objectives:

1. Participants will be able to describe SLP.
2. Participants will be able to identify 3 benefits of using serious leisure as a way of addressing social marginalization.
3. Participants will be able to describe the ways in which SLP can support TR practice in engaging marginalized groups in community-driven advocacy.

309: CARTE Accreditation: Implications for the Recreational Therapy Practitioner

The Committee on Accreditation of Recreational Therapy Education (CARTE) provides academic program accreditation in recreational therapy (RT) as part of the Commission on Accreditation of Allied Health Programs (CAAHEP). As such, conversations surrounding CARTE accreditation often focus on issues related to



higher education programs and systems, RT educators, and RT students. However, RT program accreditation is also aligned with the healthcare environment and workforce, and can have a significant impact on professional practice. Therefore, it is important for RT practitioners to also be aware of and understand CARTE accreditation. This session will provide an overview of CARTE accreditation and highlight implications for the RT profession overall, and the RT practitioner specifically.

Presenters: Rhonda Nelson, Coleen Lawlor

Learning Objectives:

1. Name three benefits of CARTE accreditation for the profession of recreational therapy, and demonstrate ability to access current CARTE standards online.
2. Describe the relationship of CARTE to CAAHEP, and the role CAAHEP plays in the healthcare environment.
3. Explain the difference between academic program and institutional accreditation in higher education.

310: Research in Action

- ***A replication survey of professional tasks and job satisfaction of Canadian therapeutic recreation workers***

This study examines the professional responsibilities and job satisfaction of 258 members of the Canadian Therapeutic Recreation Association (CTRA). It is essentially a replication survey done with recreational workers affiliated with the Fédération québécoise du loisir en institution (FQLI). Factor analysis of duties and job satisfaction show results that match with the original study. For duties or tasks, four factors center on administration, therapy, professional development and animation or leadership; for the satisfaction scale, the analysis confirms the intrinsic and extrinsic components of the Minnesota Job Satisfaction Questionnaire. A canonical analysis shows similar results, but with some variations, between the two studies. For example, members in a hospital setting are more involved in recreational therapy and leadership duties, hold the title of a therapist and have a lower salary.

Presenter: Hubert Roussel

Learning Objectives:

1. Gain knowledge of the professional responsibilities of CTRA members.
2. Gain knowledge of the results of the job satisfaction survey of CTRA members.
3. Identify at least 2 similarities and 2 differences between CTRA and FQLI members in terms of professional tasks and job satisfaction.



- **Australian professional identity in Therapeutic Recreation: Exploring perspectives from the field**

The purpose of this case study was to explore the emerging Australian professional identity in the field of Therapeutic Recreation (TR). Within Australia, the field most closely associated with TR is Diversional Therapy (DT). However, the context of DT and TR in Australia continues to evolve and there has been little TR-specific research conducted on professional identity. Therefore, this qualitative pilot study included the use of open-ended email questionnaires and two focus group interviews to examine the following overarching research question: How do recreation professionals in Australia working in the field of TR construct their professional identities on a daily basis? This research presentation will briefly examine the history of DT and TR in Australia, and highlight the main findings from this initial study, including the themes of distinctive and contested identities within a globalizing profession, the struggle for voice and visibility, and a unifying sense of purpose.

Presenter: Son Truong, Nicole Peel

Learning Objectives:

1. Gain an understanding of the development of Diversional Therapy in Australia.
 2. Identify at least 2 similarities and differences between Diversional Therapy and Therapeutic Recreation within an international context
 3. Gain an understanding of the importance of professional identity for an emerging allied health profession.
- **'Raising the Curtain' on the Lived Experience of Dementia**
There is a growing need to include the voices of people with lived experience of dementia in health research and policy. Raising the Curtain is a 2-year Community-Based Participatory Research (CBPR) project that used arts-based methods to investigate how people with lived experience of dementia experience health and illness and their social role. Major themes included thought processes around receiving the dementia diagnosis, the complexity of disclosure, awareness of changing social roles, fears around losing autonomy, and the experience of being involved in public advocacy and research. We reflect on the challenges and lessons of recruiting participants and facilitating meaningful group discussion for people living with the experience of dementia in the context of a rural community, where concerns of confidentiality and social position are prevalent. Finally, we will discuss implications for TR, health care providers, and future research.



Presenters: Maggie Bosse, Ania Landy, Colleen Reid

Learning Objectives:

1. Participants will be able to describe the CBPR process and list three benefits of CBPR for dementia research.
2. Participants will be able to identify 3 themes from Raising the Curtain findings and discuss how this impacts their own work in the community
3. Participants will be able to list at least 3 facilitation strategies for eliciting reflective conversation on lived experience of dementia

311: Zeitgeist: Intergenerational co-design and storytelling: a unique evidence-based program for long term care addressing loneliness, boredom and depression through university partnership.

The presenters will describe a new and unique TR program for those residing in long-term care who are typically at risk for loneliness, boredom and depression. Adapted from a Swiss program, Zeitgeist was brought to Vancouver where it took root as a pilot project between Purdy Pavilion residents and ECU design students who worked together over 6 sessions to co-create resident life story publications. Zeitgeist capitalizes on a unique partnership and program design to capture individual resident life stories while concomitantly promoting social connections and bonding in small groups. We will describe the program history, research design and outcomes, walk you through the program procedures and describe the implications for TR of this successful evidence-based research program which has been championed by institutional professionals.

Presenters: Donna Levi, Caylee Raber

Learning Objectives:

1. Describe 3 positive outcomes of the Zeitgeist program.
2. Describe 3 strategies for implementation.
3. Describe 3 ways in which this program meets TR best practices.

312:Dissolving disciplinary lines: Articulations of axiology and ethics to guide transformative practices and innovative approaches in leisure professions

For many practitioners, the long-debated *raison d'être* of leisure care work (i.e., leisure as a means or leisure as an end) is rooted in diverse (and seldom articulated) philosophical traditions, practices/structures of power, and ways of relating. Austin (2014) described a need to end “name games” (p. 9) and return to philosophy to better express, ground, and guide two distinct ways of doing and thinking in TR/RT. If philosophy informs the ways individuals facilitate leisure and recreation, it is vital practitioners of care work in/through leisure begin with awareness and critical knowing of one’s personal value system (axiology) and ethics. To begin rooting of



TR practice in discussions of philosophy, we propose that articulations of individual axiology and ethics are needed first. The purpose of this presentation is to unsettle divisions in TR/RT by (1) articulating and operationalizing axiology and ethics in leisure care work and (2) re-centering mutual aspirations of well-being and social justice for all.

Presenter: Kimberly Lopez,

Learning Objectives:

1. Describe debates of position in TR/RT and why such debates are problematic
2. Articulate a personal axiology and ethics statement
3. Describe three benefits for grounding TR/RT in philosophy

313: Learning from and informing others: An interdisciplinary approach to Therapeutic Recreation

In this critical session, together we grapple with the value add to the practical and educational implications (positive & challenging) when TR practitioners collaborate with other care disciplines including Child & Youth Care (CYC). Professionals will leave the session with new queries and constructs to approach learning, teaching and practice that draw on knowledge beyond the scope of TR and support in the pursuit of offering clients the best care possible. We will leave the session with an invigorated spark to continue our professional learning journey's whether we are students, practitioners and/or educators. And, hopefully we will find ourselves itching with a desire to cross borders (discourses) and promote TR in disciplines that also thrive on promoting the well-being and care of all people.

Presenter: Shemine Gulamhusein

Learning Objectives:

1. Professionals will gain 3 insights on how CYC and TR can collaborate on an educational level
2. Professionals will learn about 3 ways TR and CYC practitioners can collaborate in field
3. Professionals will leave with an appreciation of interdisciplinary practices by noting/documenting 2 CYC practices they will attempt to integrate into their TR practice

314: Preparing your site to support student internships

How do we prepare our worksites, and ourselves as professionals, to support student internships for the first time? How do we ensure that our internship program can be sustainable? The aim of this session is to provide strategies to



enable Certified Therapeutic Recreation Specialist's (CTRS) to support an internship for the first time at their worksite; particularly, those that have never supported students. This presentation will outline the process to receive and support an intern, outline the benefits and barriers to supporting internships, and provide the participant with a resource to prepare the professional and the worksite for a sustainable internship program.

Presenters: Margaret Tilt, Gary Comeau, Jannick Theriault

Learning Objectives:

1. To identify and review the NCTRC internship checklist and job task analysis for supporting student internships.
2. To identify the 5 step process for developing an internship program at your worksite.
3. To identify the 3 benefits of facilitating a TR internships for both the professional and the worksite.
4. To identify and provide 3 examples of special project topics for student internships.
5. To identify 3 barriers to the development of a sustainable internship program and provide practical solutions.

315: Compassion Focused Therapy and Therapeutic Recreation Practice

This session will introduce Compassion Focused Therapy. Compassion focused therapy is an approach that comes out of evolutionary psychology and is designed to help clients balance the emotion regulation systems of the brain. In particular the self-soothing and achievement emotion systems can be activated to manage arousal. This session will introduce TR professionals to strategies used in CFT that have been shown to be effective when working with trauma.

Presenters: Juliana Mattos, Colleen Hood

Learning Objectives:

1. Identify 5 main components of Compassion Focused Therapy
2. Demonstrate understanding of the three emotional regulation systems identified in Compassion-Focused Therapy.
3. Identify three ways that leisure can stimulate the self-soothing emotional system of the brain.

316: Creating the Therapeutic Group and Facilitating the Process

This session is designed to address the advanced practice skills needed in facilitating group process. Using activity-based interventions to create change within a group environment requires knowledge of activity selection, group process,



goal determination and goal directed processing. The attendees will be asked to analyze their current group process skills, explore personal values and beliefs as a group facilitator, Discover how to empower the group and enhance the art of processing the experience.

Presenter: Sandra Negley

Learning Objectives:

1. Participants will be able to verbalize a personal definition of group process.
2. Participants will be able to identify a minimum of 3 facilitation skills, unique to the use of activity or experiential based interventions.
3. Participants will be able to identify how the facilitator's personal traits, values, and beliefs influence the outcomes of the group demonstrate through experiential and writing exercises.

317: Using Narrative Therapy in Therapeutic Recreation Practice: Strategies for Creating a Positive Identity

Therapeutic Recreation professionals often espouse a strengths-based philosophy of practice and the development of a positive sense of self is a common goal for TR professionals. Narrative Therapy provides TR professionals with useful strategies to use when supporting the development of a strengths-based sense of self. This session will introduce Narrative Therapy and will explore techniques used in Narrative Therapy that are relevant for TR practice. Finally, the session will provide examples of how Narrative Therapy was used in a 12-week program designed to support the development of a positive identity for clients with mental health issues (Be Your Best Self).

Presenter: Colleen Hood

Learning Objectives:

1. Participants will be able identify two key concepts of Narrative Therapy.
2. Participants will be able to identify four Narrative Therapy techniques useful for TR practice.
3. Participants will be able to describe the four general topical areas of the Be Your Best Self program.

318: Cultural Competence: A Continuing Learning Journey

The increasing diversity of the nation requires recreation therapists and recreation therapy assistants to be sensitive to the social, cultural, and linguistic needs of clients from diverse backgrounds. The importance of cultural competence is well-recognized by practitioners. As culture is fluid, however, to be a culturally competent practitioner requires continuing learning throughout our educational career and professional life. In this session, we will do an exercise to increase personal awareness of the impact of culture on one's behavior. A review of the



literature about the stages of cultural competence development and strategies to improve cross-cultural communication will be provided, along with considerations for each step of the therapeutic recreation process. Finally, we will also welcome practitioners to share their experiences and strategies in managing cross-cultural issues.

Presenters: Pei-Chun Hsieh, Ann Richard, Stephen Lewis

Learning Objectives:

1. Be aware of personal values and beliefs
2. Identify two strategies to increase levels of cultural competence
3. List three approaches to meet the needs of clients from different backgrounds

319: Research in Action

• ***Waking up the Drum: Arts-based opportunities for collaboration with Indigenous communities and organizations***

This presentation will focus on Indigenous women's perspectives of healing, which are expressed through various art forms including poetry, a drum song, and collage. These arts-based representations are the outcomes of three research projects. Stories and images of colonization and trauma, along with resilience, courage, and strength will encourage participants to consider how to incorporate arts-based interventions as Therapeutic Recreation professionals, and how we could build cultural competence to engage in culturally meaningful supports and services in our communities. In the words of Indigenous women, healing is a journey which involves unmasking the mask of shame, waking up the drum, and turning old stories into something new for themselves, their families, and their communities.

Presenter: Felice Yuen

Learning Objectives:

1. Participants will be able to identify 3 impacts of colonization.
2. Participants will be able to define healing from the perspective of Indigenous women.
3. Participants will come away with 4 arts-based interventions they can incorporate into their practice.



• **Developing a family leisure education program for families with a child with disability: What's new?**

Family leisure can enhance family cohesion and adaptability as well as the overall quality of life of the family and foster skills development. Leisure education is a good way to help parents integrate leisure into their lives and those of their children with disabilities. Many leisure education programs have been developed before, so that families can experience organized inclusive recreation or that young people with disabilities discover leisure. No program has targeted the entire family and the development of daily leisure and family fun. It may be relevant to highlight the benefits of daily leisure that require little or no external resources. This presentation will present the development of a family leisure education program for these families and the dimensions that distinguish it from other programs.

Presenter: Marie-Michèle Duquette

Learning Objectives:

1. Define family leisure for family with a child with disability.
2. Identify all required components in developing a new family leisure education program.
3. Identify 3 positive outcomes of quality family leisure experiences for families with a child with a disability.

• **Discovering Purpose through Leisure: The Role of Therapeutic Recreation in a Community-Based Eating Disorders Program.**

For people living with Eating Disorders, leisure can be an important coping skill to maintain wellness, as well as an opportunity to connect with life beyond illness. This presentation will provide an overview of the role of Therapeutic Recreation in a community-based eating disorders program. Drawing from literature and my experience working at the Vancouver Coastal Health Eating Disorders program, I will discuss the common barriers to leisure experience by people with ED living in the community. I will also outline best-practices in assessment, leisure education, and therapeutic intervention for addressing these barriers. Finally, I will explore the challenges and successes of one-to-one recreation therapy for community-dwelling individuals with ED.

Presenters: Maggie Bosse, Ania Landy, Colleen Reid



Learning Objectives:

1. By the end of the presentation, participants will be able to name 3 significant barriers to leisure experienced by people with Eating Disorders
2. By the end of the presentation, participants will be able to utilize 2 effective leisure interview questions for the purpose of assessing leisure functioning for people with Eating Disorders
3. By the end of the presentation, participants will be able to identify 3 leisure interventions for people with ED living in the community

320: Expressive Arts in Mental Health: The PeaceLove Movement

In this presentation we will review the current evidence base for expressive art programming in the field of mental health. We will introduce the PeaceLove program and review how it has been implemented as a therapeutic intervention at Ontario Shores Center for Mental Health Science. We will also provide an overview of the interventions. We will discuss future opportunities for PeaceLove within the context of Recreation Therapy and share updates about our current research study exploring the impact of PL program on clinical and personal recovery of participants.

Presenters: Julie Murray, Grace Williamson

Learning Objectives:

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 program and how it supports mental health.
3. Identify 2 PL interventions at Ontario Shores Centre for Mental Health Sciences
4. Showcase how the PeaceLove program has been implemented at Ontario Shores Center for Mental Health Sciences.
5. Demonstrate global and local program impact to date and discuss future plans and opportunities for the PeaceLove program

321: Closing Keynote: Never Give Up on Your Dreams

Emily Glossop and Todd Nicholson each are extremely powerful individuals both nationally and internationally. Together, they continue to push the limits of teamwork, overcoming obstacles, striving to succeed with the goals you set for yourself, as a group or organization. They are both a true representation that you should "Never Give up on Your Dreams". Their presentation will leave you wanting



to do more for yourself and your community. They will share some lessons learned on how to overcome those obstacles that are put in front of you.

Presenters: Emily Glossop and Todd Nicholson

Learning Objectives:

1. Participants will gain an understanding of the world of ParaSport through the eyes of two winter athletes who held unique roles on their respective teams.
2. Participants will gain knowledge on the concept of facing obstacles and overcoming barriers through the exploration of resilience and what it takes to be resilient in the moment and in the long term.
3. Participants will be able to identify and challenge their individual and collective goals and learn how teamwork, hard work and dedication can lead an individual and/or an organization to reach their true potential.



Registration Information & Rates

Please note this is for reference purposes only, please register at <https://canadian-tr.org/professional-development/ctra-conference-june-19-21st-2019/>

How to register and Pay :
Registration must be completed online at
<https://canadian-tr.org/professional-development/ctra-conference-june-19-21st-2019/>

Registration fees, payment options:

1. Credit card using PayPal (contact treasurer@canadian-tr.org if an invoice is required)
2. Credit card using Square (contact treasurer@canadian-tr.org if an invoice is required)
3. E-transfer to treasurer@canadian-tr.org using password Quebeccity2019
4. Cheques addressed to "CTRA Conference" mailed to PO Box 448 Russel, ON, K4R 1E3 (please ensure delegates' names are clearly included with all payments via cheque)

Registration Categories and Rates:

A) Member Rates:	Until April 12th	After April 12th
Amount		
Full conference	\$525.00	\$600.00
One Day	\$280.00	\$330.00
B) Non-Member Rates:		
Full conference	\$610.00	\$685.00
One Day	\$330.00	\$380.00
C) Student Member Rates: (must be a full-time student status)		
Full conference	\$295.00	\$330.00
One Day	\$195.00	\$230.00
D) Student Non-Member rates: (must be a full-time student status)		
Full conference	\$380.00	\$380.00
One Day	\$230.00	\$255.00
E) Processing fee for CEUs		
	\$30.00 (members)	
	\$35.00 (non-members)	

F) Social Events

- Walking tour: \$20
- Cabane à sucre: \$45
- Montmorency Falls cruise (Saturday): \$40
- Guest tickets for wine social**: \$37



Early bird registration MUST be received by April 12th, 2019

Registration fees include the following : Breakfast, lunch, nutritional snacks and wine social.

Confirmation of Registration: Registration will be confirmed by email. Receipts will be emailed on registration day.

Registration Deadline: Registrations must be received by May 18th, 2019. After May 18th, should additional requests be received and if space allows, an additional fee of \$50.00 will be applied to cover administrative costs related to late registration.

Cancellation Policy: All cancellations are subject to a \$50.00 processing fee. Refunds will be issued within 30 days. Cancellations received after May 18th, 2019 will not be refunded, however, another delegate can be sent in your place.

For registration information visit

www.canadian-tr.org



Things to do BEFORE, DURING & AFTER the conference

Nearby

The Cap Blanc Stairway

Québec City's longest staircase was built out of wood in 1868. It was used by workers of Cap-Blanc to walk to work located on the Plains of Abraham.

Address: 540 Rue Champlain, Ville de Québec, QC G1K 4J3



398 Steps!!!



La Citadelle de Quebec

CTRA 2019 ACLT

La Citadelle is an active military installation, and it known for being the oldest military building in Canada! You can walk around the border of the building for free or take a tour inside between 9am and 5pm. Entrance fees include the changing of the guard and the beating of the retreat in summer.



Cost: Adults \$16; seniors \$14; students \$14

Address: 1 Côte de La Citadelle, Québec, QC G1R 3R2

Parliament Building



The parliament building is located on Parliament Hill. The Parliament Building is home to the National Assembly, and it is the meeting place of Québec's 125 elected representatives. If interested in exploring the inside of the building, reservations must be made in advance by telephone 418-643-7239; 1-866-337-8837. Visitors to the National Assembly are introduced to the history and inner workings of Québec's parliament.

Length: 45 minutes – 1 hour

Address: 1045 Rue Des Parlementaires, Quebec City, QC G1A 1A3



Musée National des Beaux-Arts du Québec (MNBAQ)

CTRA 2019 ACLT



Proud of its reference collection of Québec art, the MNBAQ has an abundant collection of more than 38,000 works offers a vast survey of the history of Québec art from the seventeenth century to today. The MNBAQ has four pavilions: the Pierre Lassonde pavilion, devoted to contemporary art, the Charles Baillairgé pavilion, devoted to modern art, the Gérard Morisset pavilion, the temple of historical art, and the central pavilion, home to the Family Gallery.

Cost: Adults \$20; seniors \$18; students \$11

Address: 179 Grande Allée Ouest, Québec, QC G1R 2H1

Eats and Drinks Nearby



Located on the rooftop of the hotel, Ciel! Bistro-Bar offers a majestic view on St Lawrence River and on Quebec City. It also has a wine cellar and a cocktail bar fitting everyone's tastes.



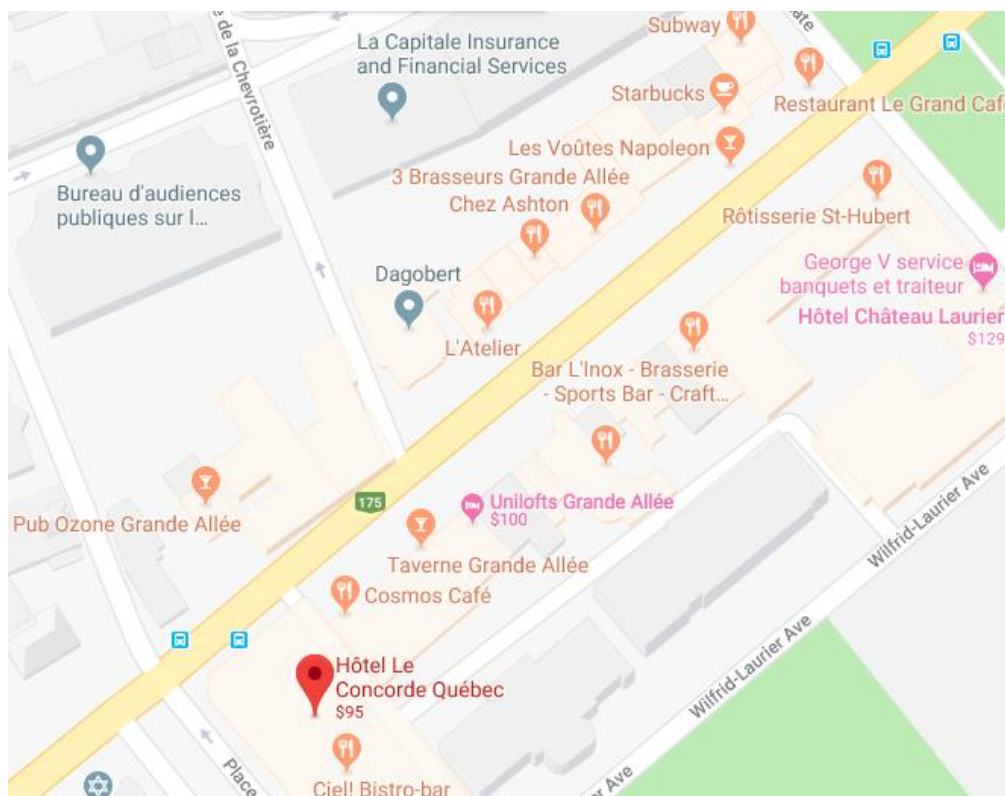
Jaja's concept is to offer an Italian inspired cuisine with a Quebec touch in a cosy ambiance, perfect for the sharing of new gastronomical delights



Would you like a few additional recommendations?

- Café Cremerie Lemix (Breakfast)
- Starbucks (Breakfast)
- Subway (Lunch)
- Chez Ashton (Lunch)
- Taverne Grande Allee (Dinner)
- 3 Brasseurs Grande Allée (Dinner)

CTRA 2019 ACLT



Sightseeing Tours & Activities

Walking Food Tours

Explore traditional Quebecoise cuisine by participating in 1 of 3 walking tours! This company offers 3 local food tours to meet your needs. If interested, visit their website for more information.



Length: 3-5 Hours

Cost: \$60-\$80

More Information: <https://localfoodtours.com/quebec/our-tours/>

Half-Day Trip to Montmorency Falls and Ste-Anne-de-Beaupré from Quebec



Take a half day tour to visit two of Quebec's main attractions! Visit Montmorency falls and the Basilica of Sainte-Anne-de-Beaupré. This specific company includes additional stops to an artisanal Chocolaterie de l'Ile d'Orléans, a copper museum, and a shop at Cuivres D'Art Albert Gilles.

Length: ½ Day

Cost: \$57.50

More Information:

https://www.tripadvisor.ca/Half_Day_Trip_to_Montmorency_Falls_and_Ste_Anne_de_Beaupre_from_Quebec-Quebec_City.html



Explore Parc National de la Jacques-Cartier

CTRA 2019 ACLT



Just 30 minutes from Québec City, Parc national de la Jacques-Cartier is host to one of the most beautiful glacial valleys in Québec, the spectacular Vallée de la Jacques-Cartier. The Jacques Cartier River, calm in some places and turbulent in others, has sliced a 550-metre-deep channel into the plateau. A coniferous forest dominates the high plateaus, and deciduous trees people the deep valleys. Here, nature is both inspiring and serene. Interested? Here are a few car rental agencies:

Enterprise Rent-A-Car

Address: 690 Boulevard René-Lévesque E, Québec, QC G1R 5A8

Phone: (418) 523-6661

Hertz Rent A Car

Address: 44 Côte du Palais, Québec, QC G1R 4H8

Phone: (418) 694-1224

Discount Location d'autos et camions

Address: 1225 Place Montcalm, Quebec City, QC G1R 4W6

Phone: (418) 529-2811





Notre-Dame de Quebec



Notre-Dame de Québec Church is located in the old town. It was built in 1647 and it was the first church to be made of stone in the city. Inside this magnificent church is the famous “Holy Door”. The Holy Door is a symbol of human life, and many say that passing through the Holy Door during the Jubilee of Mercy means we are learning to face our personal problems as well as the world’s problems.

Cost: \$5

Opening Hours: 7:00 am to 7:00 pm

Address: 16 Rue De Buade, Québec, QC G1R 4A1

Musée de la Civilisation



The Musée de la Civilisation is one of the most popular museums in Québec City. It is well known for its participatory and interactive approach for stimulating wonderment and encouraging discovery. It also contains magnificent exhibits of international calibre about Québec’s culture and history.

Cost: Adults \$17; students \$11

Address: 85 Rue Dalhousie, Québec, QC G1K 8R2



Keep Active!

Run Plains of Abraham

It is 2 km from one end of the park to the other, or a little over 4 km (2.6 miles) for a loop. A 5.8 km (3.7 mile) run has been created incorporating La Citadelle, which adds some hills!



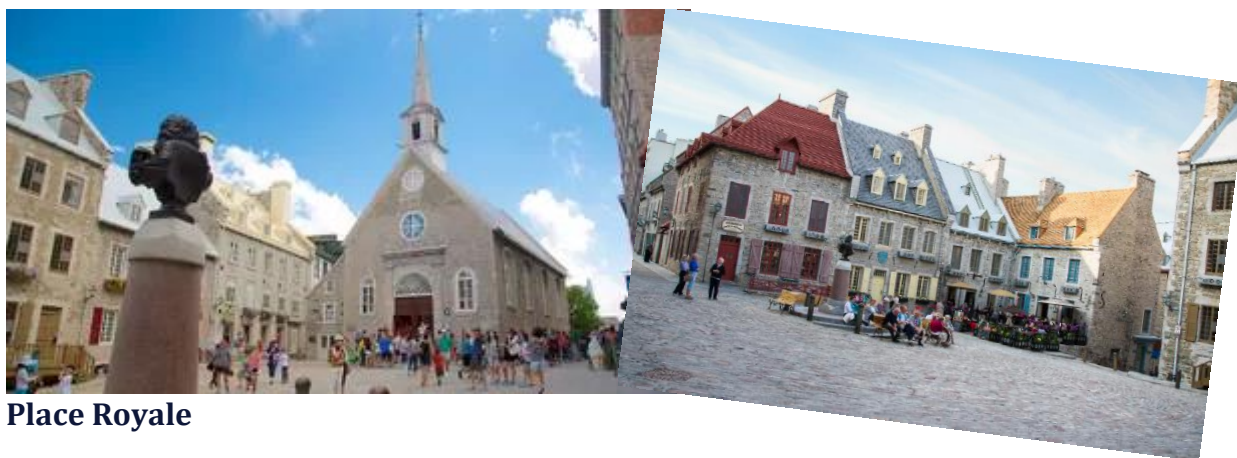


Famous Walking Destinations

CTRA 2019 ACLT



Breakneck Steps & Lower Town



Place Royale

La Promenade des Gouverneurs & Le Frontenac



Enjoy Your Visit!



We look forward to seeing you in Quebec City!