

PSU Recreation Advisory Board

Discussion Topics

TR Specific based on group discussion

- I. Trends are being seen in the field – specifically technology or specialized technology
 - II. iPad for communication
 - III. Yes/no button app
 - IV. Games online
 - V. Google maps – utilize to plan community outings
 - VI. Help navigate community, etc (think Leisure Education)
 - VII. Self-expression – doodle apps
 - VIII. Switch technology, card holders, etc – adapted equipment
 - IX. Virtual reality
 - X. Don't forget social skills – keep the tactile stimulation with populations
 - XI. Gross & fine motor skills
- XII. What are students excelling at and what are they lacking
- XIII. More job exposure/opportunities in TR expose earlier – intro to TR – guest speakers
- XIV. Educational areas to focus on within or outside classroom setting
 - XV. Documentation – tie into additional classes, understand the need to justify services, understand how to translate documentation skills into other areas, write as if you are writing for someone who has no idea what you do
 - XVI. Populations in TR course – go through APIE process with each population discussed – these are the assessment, interventions, etc.
 - XVII. Practicum – field experience class, provide supervisors with areas of exposure student needs, break into two places in order for students to be more involved and see what actually happens, provide more structure for TR experiences

- XVIII. Within classes – resources/interventions – how adapt for groups from kids to adults, how do we need to set up this activity for each group – keep in mind, etc.
- XIX. Assessment – how to do assessments with people who are non-verbal, how gather this information, how adapt for different populations
- XX. Help make aware of other therapies and how they work together, recognize exposure to these areas are important
- XXI. Students provide in-service/training/workshops about TR, how can we help other therapies
- XXII. Research project ideas for recreation students (includes all emphases areas)
 - XXIII. Importance of play in various venues/settings
 - XXIV. Physical activity and cognition
 - XXV. Mental health & relaxation methods – mindfulness, etc.
 - XXVI. Cultivation w/horticulture
 - XXVII. Skills students are learning through horticulture, reflect how this relates to their life, sticking with something all the way through
- XXVIII. Any workshop, conferences, trainings or certifications recommend faculty and/or students be aware of
 - XXIX. Brain Injury Association
 - XXX. Music Therapy
 - XXXI. Early Childhood
 - XXXII. Wheelchair training
 - XXXIII. Crisis control & prevention
 - XXXIV. Fitness instructor – yoga, tai chi, adaptations
 - XXXV. SMART – sensory, motor, arousal regulation training
 - XXXVI. Sensory training/workshops
 - XXXVII. MAB – management of aggressive behavior

XXXVIII. Adventure-based programming

XXXIX. Additional topics

XL. Encourage involvement in a variety of areas

XLI. Encourage community and club involvement, seek out clubs with intention, view as collaboration – people you may be working with down the road