

Curriculum Vitae

Heather R. Porter, PhD, CTRS

June 2020

EDUCATION

- 2009 Ph.D. Health Studies (Recreational Therapy and Public Health)
 Temple University
 Dissertation Title: Developing a Leisure Meanings Gained and Outcomes Scale (LMGOS) and Exploring Associations of Leisure Meanings to Leisure Time Physical Activity Adherence among Adults with Type 2 Diabetes (ProQuest # 3359696)
- 1998 M.S. Counseling Psychology with Specialization in Marriage and Family Therapy
 Chestnut Hill College
- 1992 B.S. Dual Degree: Leisure Studies (Recreational Therapy)
 Leisure Studies (Sport/Recreation Management)
 Temple University

SPECIALTY CERTIFICATION

- | | | |
|--------------|--|--------------------------|
| 1992-Present | Certified Therapeutic Recreation Specialist (#15217) | NCTRC |
| 2020 | College of Public Health Online Teacher Training | Temple University |
| 2012 | Virtual Teaching Certificate | Temple University |
| 1998 | Marriage and Family Therapy Certificate | Chestnut Hill College |
| 1997 | Rehabilitation Leadership Certificate | Bryn Mawr Rehab Hospital |
| 1997 | Sexuality Counseling for Physical Disabilities Certificate | Bryn Mawr Rehab Hospital |

CLINICAL EXPERIENCE

- 1996-2006 Recreational Therapy Clinical Specialist
 Bryn Mawr Rehab Hospital, Malvern, PA
 Responsibilities: Carried clinical caseload on multiple units; justification for staff; development of new staffing patterns; CQI/QA; extensive policy and procedure development; clinical observations and chart reviews of therapists; staff supervision and training; in-service training; various committees and development groups.

outpatient recreational therapy service, and transitional care unit. Development, management, and supervision of the student intern program.

1992-1994 Recreational Therapist
 Moss Rehab Hospital, Philadelphia, PA
 Responsibilities: Provided recreational therapy for stroke, arthritis, and neurology units.
 Managed and instructed the community arthritis aquatic program.

TEACHING

Academic Appointments

Temple University College of Public Health Dept of Health & Rehabilitation Sciences	2020-Present	Full Professor (NTT)
	2015-2020	Associate Professor of Instruction (NTT) Served as Interim Co-Program Director 2016-2017
	2009-2015	Assistant Professor of Instruction (NTT)
	2006-2008	Graduate Assistant
	1999-2009	Adjunct Instructor
	1997-1999	Guest Lecturer (unpaid)
University of Phoenix College of Applied Science	2008-2009	Facilitator/Instructor

Courses Taught

Consolidation of electric Student Feedback Form reports from all courses listed below reflect 75% Upper Level (U's), 24% Middle Level (M's), and 1% Lower Level (L's) ratings. Have written 185+ letters of recommendation for RT students for internships, scholarships, Graduate school, and employment.

	Type	Sections Taught
Temple University (Undergraduate Courses)		
RCTH 2103 Foundations of RT Practice	On-campus	5
RCTH 2104 RT Modalities	On-campus	5
RCTH 3096 Assessment & Documentation in RT	On-campus, synchronous online, & asynchronous online	40
RCTH 3185 Internship I in RT	Hybrid	15
RCTH 4096 Research & Evaluation in RT	On-campus	1
RCTH 4103 Professional Issues in RT	On-campus	2
RCTH 4111 Administration of RT	On-campus	1
RCTH 4185 Internship II in RT	Hybrid	12
RCTH 4211 RT & Physical Disabilities	On-campus	20
Temple University (Graduate Courses)		
DPT 518 Psychosocial Aspects of Wellness & Illness	On-campus	1

RCTH 5102 RT: Now and Then (previously Orientation to RT)	Hybrid	2
RCTH 5211 RT & Physical Rehabilitation	On-campus	4
RCTH 5250 Special Topics in RT: Advanced RT Treatment in PMR	On-campus	2
RCTH 5213 Therapeutic Play, Recreation, and Children's Health	On-campus	2
RCTH 5271 RT & Disabilities Seminar II	On-campus & asynchronous online	4
RCTH 5302 Evidence Based Practice in RT II	Hybrid	6
RCTH 5316 Measuring Health & Disability: The ICF Model	Asynchronous online	0
RCTH 5382 Independent Study: Assessment & Documentation	Hybrid	1
RCTH 5787 RT Practicum	Hybrid & asynchronous online	5
HRPR 8985 Teaching in Higher Education: Health Professions	Synchronous online & asynchronous online	4
THRC 9995 Master's Project in RT	Hybrid	10
University of Phoenix (Undergraduate Courses)		
PSY 300 Introduction to Psychology	Asynchronous online	23

RESEARCH & SCHOLARSHIP

Grants

Dissertation Completion Grant

2009; \$8,000 grant from Temple University

Community Economic & Development Grant

2009; \$29,000 grant from City of Philadelphia to renovate local elementary school computer lab

Research Projects within the Undergraduate RT PROGRAM

**Note: I personally invite particular students to work with me on research projects to build their skills and enhance professional confidence. The students work with me on the projects on their own time (they are not part of a course) and I do not receive workload release or a stipend. The projects are often an extension of work they started in a course, projects related to something they are learning in a course, or an extra 'honors' project initiated by the student.*

Kayla Fili; Spring 2019 & Fall 2019

Title: Clinical Practice Guidelines for RT Treatment of Adult Stroke

Outcome: Two regional conferences (see Presentations) and synthesized guidelines document

Julia Olek & Christina Rennie; Spring 2019 & Fall 2019

Title: Clinical Practice Guidelines for RT Treatment of Rheumatoid Arthritis

Outcome: Two regional conferences (see Presentations) and synthesized guidelines document

Kelly McKenzie & Gabrielle Savidge; Spring 2019 & Fall 2019

Title: Clinical Practice Guidelines for RT Treatment of Total Joint Replacement

Outcome: Two regional conferences (see Presentations) and synthesized guidelines document

Miryam Surden & Julie McCarthy; Spring 2019 & Fall 2019

Title: Clinical Practice Guidelines for RT Treatment of Parkinson's Disease

Outcome: Two regional conferences (see Presentations) and synthesized guidelines document

Elizabeth Forcellini, Katrina McGrath, & Janelle Moody; Spring 2017

Title: Adaptive Sports for Decreasing Sedentary Behavior in Veterans with Combat-Related Amputations

Outcome: One regional conference (see Presentations) and knowledge translation document

Marykate Gallagher & Gabrielle Martin; Spring 2017

Title: Aquatic Therapy for Gross Motor Functioning Among Children with Cerebral Palsy

Outcome: One regional conference (see Presentations) and knowledge translation document

Caitlin Skotarczak & Zoe Stueck; Spring 2017

Title: Bibliotherapy for Negative Symptoms of Schizophrenia

Outcome: One regional conference (see Presentations) and knowledge translation document

Laura Puma & Madeline Woltemate; Spring 2017

Title: Music Interventions for Social Skills in Children with Autism

Outcome: One regional conference (see Presentations) and knowledge translation document

Alyssa Daly & Roxanne Garcia; Spring 2017

Title: Non-Pharmacological Interventions for Agitation and Aggression in Alzheimer's

Outcome: One regional conference (see Presentations) and knowledge translation document

Rebecca Marinucci & Julie Verrall; Spring 2017

Title: Wii Video Games for Functioning in Older Adults with Dementia

Outcome: One regional conference (see Presentations) and knowledge translation document

Master's Research Projects within the Graduate RT PROGRAM

**Note: MSRT Program requirement started 2012 and was terminated 2018. Received .25 workload for each student for ONE semester (although projects often required multiple semesters of work), unless otherwise noted. Completion of the project were required, however ACTUAL publication and presentation of research was NOT required.*

Victoria DeFazio & McKenzie Seaton (Primary Advisor); Fall 2017/Spring 2018

Title: Effectiveness of Anger Management Interventions for Adults with Traumatic Brain Injury: A Systematic Review

Outcome: Peer reviewed journal publication (see Publications)

*No workload received

Kendra Smith (Primary Advisor); Spring 2017

Title: An Evidence-Based Handcycling Guide for Individuals with Spinal Cord Injury

Outcome: Comprehensive evidence-based manual to use in her personal clinical practice

* No workload received

Rachael Borders (Secondary Advisor); Spring 2017

Title: Leisure Education Programming for Community-Dwelling Older Adults with Stroke: A Systematic Review

Outcome: Manuscript completed but not submitted for publication

* No workload received

Brooke Prout (Primary Advisor); Summer 2016

Title: Psychosocial Outcomes of Participation in Adaptive Sports for Adults with Spinal Cord Injury: A Systematic Review

Outcome: Peer reviewed journal publication (see Publications)

Cassandra Watts (Primary Advisor); Spring 2016

Title: Utilization of the Community Access and Navigation (I-CAN) Model for Transition-Age Youth with Intellectual and Developmental Disabilities

Outcome: Peer reviewed journal publication (see Publications)

Sophia Kenuk (Primary Advisor); Spring 2016

Title: The Outcomes of Mindfulness-Based Interventions for Adults with Traumatic Brain Injury: A Systematic Review

Outcome: Peer reviewed journal publication (see Publications)

Victoria Cooper (Primary Advisor); Spring 2015

Title: A Comparison of the Scope of Practice of Recreational Therapy and Child Life to Identify Areas for Collaboration and Future Research

Outcome: Peer reviewed journal publication (see Publications) and one regional conference presentation (see Presentations)

Katelyn Byrnes (Secondary Advisor); Spring 2015

Title: The Effects of Using a Multi-Sensory VECTA Portable Machine in Older Adults with Dementia for Behavior Management

Outcome: Developed a therapy user guide for the company that produces the VECTA. Co-presented her research with her Primary Advisor at the 2015 Recreational Therapy Evidence Based Practice Day Conference at Temple University.

Rosemary Price (Secondary Advisor); Spring 2014, Summer 2014, Fall 2014, Spring 2015, & Summer 2015

Title: The Impact of Medical Play Interventions vs. Free Play on Physiological and Self-Reported Anxiety Levels in Children with Chronic Illnesses in an Outpatient Hematology Clinic

Outcome: Project completed but not published or presented.

Julianne Hirst (Primary Advisor); Spring 2014

Title: Physical Activity Levels, Mood, and Combat-Related Acquired Brain Injury: A Cross-Sectional Examination of Operation Iraqi Freedom & Operation Enduring Freedom Service Members

Outcome: Peer reviewed journal publication (see Publications)

Kristen Hartman (Primary Advisor); Spring 2014 & Summer 2014

Title: The Impact of Outdoor Programming on Positive Affect and Perceived Self-Awareness in Veterans with Traumatic Brain Injury

Outcome: Peer reviewed journal publication (see Publications) and one regional conference presentation (see Presentations)

Morgan Ferrante (Primary Advisor); Spring 2014, Summer 2014, & Fall 2014

Title: An Exploration of Recreational Therapy in the Veterans Health Administration's Polytrauma System of Care

Outcome: Peer reviewed journal publication (see Publications)

Delia Bancroft (Secondary Advisor); Spring 2013, Summer 2013, & Fall 2014

Title: Online Needs Assessment Survey: Increasing Physical Activity in Participants Diagnosed with Psychiatric Disabilities

Outcome: Co-presented her research with her Primary Advisor at the 2014 Recreational Therapy Evidence Based Practice Day Conference at Temple University.

Katelynn Ropars (Primary Advisor); Spring 2013

Title: Social Skills Training for Children with Developmental Disabilities: Evidence-Based Practice

Outcome: Online peer reviewed publication & book chapter (see Publications) and one regional conference presentation (see Presentations)

Jenna Costello (Primary Advisor); Spring 2013

Title: Multi-Sensory Motor Interventions for Behavior Management in Individuals with Dementia in Residential Settings: Evidence-Based Practice

Outcome: Online peer reviewed publication (see Publications) and one regional conference presentation (see Presentations)

Tacy Bradbury (Primary Advisor); Spring 2012

Title: Do Parents/Caregivers of Children with Cerebral Palsy Recognize Therapeutic Horseback Riding as a Vehicle for Social Skills Enhancement?

Outcome: Research study completed and thesis written.

Corey Isch (Secondary Advisor); Spring 2012

Title: Using Facebook with Adolescents with Traumatic Brain Injury: A Novel Way to Promote Social Connectedness

Outcome: Research study completed and thesis written.

Mentored Student Research Project within RT PROGRAM Graduate Elective Courses

**Note: Within several MSRT elective courses, students complete a synthesis of a selected body of literature (approximately 8 articles) on a topic of personal interest as it relates to the course. Completion of the project was required; however ACTUAL publication and presentation of research was NOT required. I received workload for the course, however significant mentoring was required outside of the course to achieve the NON-REQUIRED outcomes and in some cases we expanded upon the work produced within the course (e.g., reviewed additional articles to achieve a full systematic review).*

Victoria DeFazio; Spring 2016

Title: Barriers and Facilitators to Physical Activity Engagement by Youth with Cerebral Palsy

Outcome: Peer reviewed journal publication & online peer reviewed publication (see Publications) and one regional conference presentation (see Presentations)

Joanna King; Spring 2016

Title: Outcomes of Engagement in Therapeutic Recreation Camps for Youth with Cancer

Outcome: Peer reviewed journal publication & online peer reviewed publication (see Publications) and one regional conference presentation (see Presentations)

Amanda Stuhl; Spring 2016

Title: Riding the Waves: Therapeutic Surfing to Improve Social Skills in Children with Autism

Outcome: Peer reviewed journal publication & online peer reviewed publication (see Publications) and one regional conference presentation (see Presentations)

Kelly Decker; Spring 2015

Title: Outcomes of Pediatric Burn Camps: A Literature Review

Outcome: One regional conference presentation (see Presentations)

Joe Lin; Spring 2014

Title: Balance Confidence and Social Activity in Older Adults with Lower Extremity Amputation: A Systematic Review

Outcome: Online peer reviewed publication (see Publications) and one regional conference presentation (see Presentations)

Julianne Holbert (married name Hirst); Spring 2013

Title: Obesity Management in Spinal Cord Injury Through Leisure Time Physical Activity

Outcome: Peer reviewed journal publication & online peer reviewed publication (see Publications) and two regional conference presentations and one international conference presentation (see Presentations)

Kristen Hartman; Spring 2013

Title: Benefits of Social Support for Individuals with Spinal Cord Injury

Outcome: Online peer reviewed publication (see Publications) and two regional conference presentations (see Presentations)

Morgan Ferrante; Spring 2013

Title: Behavior Management in Children and Adolescents with Traumatic Brain Injury through Antecedent Interventions within Applied Behavior Analysis

Outcome: Online peer reviewed publication (see Publications) and two regional presentations (see Presentations)

Eric Tosti; Spring 2013

Title: Therapeutic Benefits of Sports Participation for Individuals with Combat Related Lower Extremity Amputation

Outcome: Online peer reviewed publication (see Publications) and two regional conference presentations and one international conference presentation (see Presentations)

Research Studies at OTHER UNIVERSITIES (Dissertations)

Shintaro Kono (PhD candidate in the Faculty of Physical Education and Recreation; University of Alberta, Canada); 2016

My role: Member, Expert Review Panel for a new leisure and well-being scale

Outcome: Scale was utilized and published: Kono, S. & Walker, G. (2019). Theorizing ikigai or life worth living among Japanese university students: A mixed-methods approach. *Journal of Happiness Studies*.

<https://doi-org.libproxy.temple.edu/10.1007/s10902-019-00086-x>

Research Studies with PROFESSIONAL ORGANIZATIONS

American Therapeutic Recreation Association's (ATRA) Recreational Therapy Delphi and Competencies Study (IRB2016-198); Heather Porter, Temple University; Brent Hawkins, Clemson University; & Betsy Kemeny, Slippery Rock University. I designed and proposed this study to ATRA. * No workload release or stipend received.

2014-2019; An extensive two-part, multi-year study to identify and explore current RT competencies. Based on expert consensus of 67 RT experts through the ATRA Delphi Study, a list of specific diagnostic populations served, interventions/modalities, techniques, standardized assessment tools, theories, education/training/counseling topics utilized, and on-the-horizon treatment and issues were identified. This content was utilized to create the ATRA Competencies Study that was disseminated internationally (N=1,377) to determine the extent that each item is currently served/utilized in practice, the extent of self-perceived knowledge and skills of each item, and the extent of interest in gaining more knowledge and skills related to each item. The representativeness of participant demographics aligned with the overall demographics of the RT profession, providing strong validity for use of the study's findings.

Outcome: Two peer reviewed journal publications currently in review and nine peer reviewed professional organization publications (see Publications). Two international conference presentations, 1 national conference presentations, 2 regional presentations, and 3 guest lectures (see Presentations). Several ATRA initiatives have been formed based on the findings from the study: 1) ATRA's Current State of the Evidence Series (systematic reviews to determine current state of the evidence for highly utilized items), 2) ATRA Professional Development Strategic Plan (education and training initiatives), 3) ATRA Strategic Plan for Future Practice Trends (education and training initiatives to promote and enhance trends), 4) ATRA Section Fact Sheet Series (update fact sheets based on study findings), 5) ATRA Competencies in Practice document (a comprehensive document of the study findings in a workbook fashion that can be utilized by practitioners, educators, and students to identify competencies). The study findings will also be shared with the National Council for Therapeutic Recreation Certification (NCTRC) as a resource for developing exam testing questions and the Committee on Accreditation of Recreational Therapy (CARTE) within the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as a resource for developing accreditation standards. 6) Study integrated into ATRA 2025 Strategic Plan.

ATRA's ICF Use Survey

2011; Designed, implemented, compiled, & disseminated ICF use survey to ATRA members; outcomes shared with ATRA for internal committee use.

RT Wise Owls (www.rtwiseowls.com)

**Note: RT Wise Owls is a free open-access database and information resource center that contains evidence-based research and resources relevant to the scope of RT practice. I developed the site in 2013 and I am the sole person who operates the site, despite being noted on the website as being 'developed by the RT program at Temple University.' I created this site originally to share RT students' research summaries with the RT field to promote the use of evidence-based practice and increase student recognition. The content has significantly increased over the years and it now utilized internationally to strengthen the profession and advertise Temple's RT Program and annual RT conference. * I do not receive workload release or a stipend for operating this site. It requires approximately 4 hours a week of work year round.*

RT Wise Owls Publication Coordinator

2013-Present; Publication Coordinator for RT Wise Owls. Field incoming research summaries, organize reviewers, communicate with authors, upload research summaries to the site, organize and supervise RT

Wise Owls Research Lab Assistants, find and upload RT-related research, & ensure all links are current/operational. *No stipend or workload release received.

RT Wise Owls Statistics			
Year	Unique Visitors	Views	# of Unique Countries Utilizing the Site
2013	914	4879	14
2014	3108	15470	66
2015	5216	23352	92
2016	7075	25541	79
2017	7526	33695	88
2018	10553	44290	91
2019	11834	38613	94

RT Wise Owls Enhancements

2018; Explored & researched multiple website developers to design new RTWO site to increase site functionality, which included meetings with College, Dept., and Program administration. Was ultimately found to not be cost feasible. Consequently, explored, researched, and trialed multiple Word Press Plug-ins with assistance from Temple’s IT. Determined three new plug-ins, working in concert with each other met most of our needs. Plug-ins were complex and required knowledge of coding, which required a significant learning curve and assistance from plug-in developers. Once uploaded to the site, had to develop new post types and taxonomies, and re-tag 400+ research articles. Required 150+ hours of work. The updated RTWO site is being used by one of the plug-in developers as a [model site](#). *No stipend or workload release received.

2016; Purchased advanced searching plug-in for RT Wise Owls, moved RT Wise Owls to a sites.temple.edu WordPress site for plug-in compatibility, and started process of expanding RT Wise Owls to a fully functional database to house RT professional literature.

2016; Wrote a detailed policy and procedure for external RT academic programs that explains the submission process to have their students work published on RT Wise Owls.

2014-2015; Proposal accepted as a Capstone Project by Temple’s Information Science and Technology Program to expand functionality of the RT Wise Owls website to include an open-access searchable database for professional recreational therapy literature. Worked regularly with 4 capstone students on this project over the Fall 2014, Spring 2015, & Summer 2015 semesters. Ultimately students were unable to create a viable site.

RT Wise Owls Recognition

2019; RT Wise Owls listed 4th in Google search for “Recreational Therapy Evidence Based Practice”

2019; RT Wise Owls [acknowledged](#) in Carter & Andel (2019) Therapeutic Recreation: A Practical Approach textbook

2018; College of Public Health created and published a [video](#) about the RTWO Research Lab

2017; Received a personal phone call from the Executive Director of the National Council for Therapeutic Recreation Certification (NCTRC) alerting me that their 'Board Ambassadors,' who have booths at non-RT conferences to promote utilization of RT, are utilizing our students' syntheses on the RT Wise Owls Site as RT educational tools.

2016; RT Wise Owls listed as a database/website in various libraries without any marketing efforts (Mohawk College Library, [National Institutes of Health Library](#), Saskatoon Health Region Library, [Temple University Library](#), [University of North Carolina Health Sciences Library](#), [Springfield College Library](#), [University Health Network Library in Canada](#), [NorQuest College](#) in Canada, [Slippery Rock University](#), [San Jose State College](#), [Arizona State University](#), Capella University, University of Lethbridge in Canada, and [Virginia Wesleyan College Library](#))

2016; RT Wise Owls listed as a resource in a National Rehabilitation Information Center [story](#).

2016; RT Wise Owls listed as a resource on a counseling practice [website](#).

2015; Featured online story on my work related to RT Wise Owls on Temple's College of Public Health webpage

RT Wise Owls Research Lab

2016-Present; Created the RT Wise Owls Research Lab for UG and G students to assist in identifying peer reviewed research articles for publication on the site. Students can initiate application to the lab or they may be personally invited to participate. Students work as Lab Assistants 3-5 hours a week (non-paid). They attend an orientation meeting to learn how to search for high quality research using electronic databases. Students benefit by improving database searching skills and increasing awareness of RT-related research that aligns with their personal RT interests which enhances evidence-based practice knowledge (and assumed use). It is also a resume builder. I personally benefit from having help in identifying appropriate research to post on the site and self-fulfillment in mentoring students. Approximately 150 research articles are added to the site every semester. *No stipend or workload release received.

- Spring 2020: Cameron Bell (UG), Kayla Fili (UG), Lauren Follis (UG), Hannah Goodno (G), Anna Gossage (G), Alexis Long (UG), Cameron Plummer (UG), Rehman Sardar (UG), Sarah Slusark (UG), Katelyn Thorp (UG), Bailey Welsh (UG)
- Fall 2019: Veronia Spinden (G), Christina Rennie (UG), Gabrielle Savidge (UG), Kelly McKenzie (UG), Kelsey Van Horn (UG), Kayla Fili (UG), Anna Gossage (G), Cameron Plummer (UG), Rehman Sardar (UG, Health Professions)
- Summer 2019: Veronia Spinden (G), Christina Rennie (UG), Gabrielle Savidge (UG), Kelly McKenzie (UG), Kayla Fili (UG)
- Spring 2019: Veronia Spinden (G), Alex Jankowski (G), Jessica Hetrich (UG), Christina Rennie (UG), Gabrielle Savidge (UG), Kelly McKenzie (UG), Kelsey Van Horn (UG), Kayla Fili (UG)
- Fall 2018: Michelle Geron (G), Veronica Spinden (G), Danielle Yentz (G), Jessica Hetrich (UG), Christina Rennie (UG), Gabrielle Savidge (UG), Taylor Vigilante (UG)
- 2017/2018: McKenzie Seaton (G)
- 2016/2017: McKenzie Seaton (G), Fatema Ibrahim (UG)
- 2015/2016: Katherine Clauhs (G), Emma Elliott (G)

Publications

Dissertation

1. Porter, H. (2009). *Developing a Leisure Meanings Gained and Outcomes Scale (LMGOS) and Exploring Associations of Leisure Meanings to Leisure Time Physical Activity Adherence among Adults with Type 2 Diabetes*. Temple University: Phila., PA (ProQuest # 3359696). Studies that have utilized this scale include:
 - a. 2016; The Engagement and Meaning-Making of High-Risk Youth Through Leisure; Tristan Hopper, PhD Candidate & Faculty Member of Physical Education & Recreation Studies. University of Alberta (Dissertation Study)
 - b. 2016; Relationship Between Leisure Participation and Subjective Well-Being; Danny Twilley, PhD Candidate & Associate Lecturer; Ohio University, Dept of Recreation & Sport Pedagogy (Dissertation Study)
 - c. 2015; Leisure as a Mediator for Stress-Coping Among College Students; Shinichi Nagata, MS, CTRS, PhD Student and Associate Instructor; Indiana University, School of Public Health (Dissertation Study); Published findings: Nagata, S., McCormick, B., & Piatt, J. (2019). Leisure behavior and sense of coherence in the context of depression. *Journal of Community Psychology*
 - d. 2010-2011; Effects of Weight Loss on Foot Structure and Function in Obese Adults: A Pilot Study; Investigators: Jinsup Song, D.P.M., Ph.D; Gary D. Foster, Ph.D; Matthew O'Brien, MD, MSc; Eugene Komaroff, Ph.D.; James Furmato, D.P.M., Ph.D
 - e. 2009-2011; CBPR on Active Living and Recovery for Racial/Ethnic Groups with Mental Illness National Institutes of Health/National Institute of Mental Health (NIH/NIMH) Investigators: Iwasaki, Y. (Co-PI/PD), Coyle, C. (Co-PI), Shank, J. (Co-PI), Koons, G., Mitchell, L., Ryan, A., Baron, D., & Salzer, M. (*Cited me in their publication, see Publications)

Peer-Reviewed Journal Articles (20)

* = Publication with student

1. **Porter, H.**, Hawkins, B., & Kemeny, B. (in review). Recreational therapy competencies, part I: The ATRA delphi and competencies study. *Therapeutic Recreation Journal*
2. Hawkins, B., **Porter, H.**, & Kemeny, B. (in review). Recreational therapy competencies, part 2: Findings from the ATRA competencies study. *Therapeutic Recreation Journal*
3. Seaton, M.*, DeFazio, V.*, & **Porter, H.** (2018). Efficacy of anger management interventions for adults with traumatic brain injury: A systematic review. *American Journal of Recreation Therapy*, 17(20), 27-36. (*This was an outcome of Seaton & DeFazio's MSRT project)
4. Watts, C.*, **Porter, H.**, & Snethen, G. (2017). Utilization of the I-CAN model for transition-age youth with intellectual and developmental disabilities. *American Journal of Recreation Therapy*, 16(4), 37-47. (*This was an outcome of Watts' MSRT project)

5. Kenuk, S.* & **Porter, H.** (2017). The outcomes of mindfulness-based interventions for adults who have experienced a traumatic brain injury: A systematic review. *American Journal of Recreation Therapy, 16*(2), 9-19. (*This was an outcome of Kenuk's MSRT project)
6. Prout, B.* & **Porter, H.** (2017). Psychosocial outcomes of participation in adaptive sports for adults with spinal cord injuries: A systematic review of the literature. *American Journal of Recreation Therapy, 16*(1), 39-47. (*This was an outcome of Prout's MSRT project)
7. King, J.* & **Porter, H.** (2016). Outcomes of camp participation for youth with cancer. *Therapeutic Recreation Journal, 50*(4), 335-339. (*This was an outcome of King's research conducted for a MSRT course)
8. DeFazio, V.* & **Porter, H.** (2016). Barriers and facilitators to physical activity for youth with cerebral palsy. *Therapeutic Recreation Journal, 50*(4), 327-334. (*This was an outcome of DeFazio's research conducted for a MSRT course)
9. Cooper, V.* & **Porter, H.** (2016). A comparison of the scope of practice of recreational therapy and child life to identify areas for collaboration and future research. *American Journal of Recreation Therapy, 15*(2), 13-28. (*This was an outcome of Cooper's MSRT project)
10. Stuhl, A.* & **Porter, H.** (2015). Riding the waves: Therapeutic surfing to improve social skills training in children with autism. *Therapeutic Recreation Journal, 49*(3), 253-256 (*This was an outcome of Stuhl's research conducted for a MSRT course)
11. Ferrante, M.* & **Porter, H.** (2015). An exploration of recreational therapy in the veterans health administration polytrauma system of care. *American Journal of Recreation Therapy, 14*(1), 23-34. (*This was an outcome of Ferrante's MSRT project)
12. Hartman, K.* & **Porter, H.** (2015). The relationship among whitewater kayaking, positive affect, and perceived self-awareness: A case study of a Vietnam veteran. *American Journal of Recreation Therapy, 13*(2), 41-47. (*This was an outcome of Hartman's MSRT project)
13. Hirst, J.* & **Porter, H.** (2015). Obesity management in spinal cord injury through leisure time physical activity. *Therapeutic Recreation Journal, 49*(1), 76-79 (*This was an outcome of Hirst's research conducted for a MSRT course)
14. Hirst, J.* & **Porter, H.** (2014). Physical activity levels, mood, and combat-related acquired brain injury: A cross-sectional examination of Operation Iraqi Freedom & Operation Enduring Freedom service members. *American Journal of Recreation Therapy, 13*(4), 7-16. (* This was an outcome of Hirst's MSRT project)
15. **Porter, H.** (2014). RT Wise Owls: A recreational therapy website for evidence-based practice resources and tools. Invited "review" by the editor of the *Therapeutic Recreation Journal, 48*(4), 332-333
16. Iwasaki, Y., Coyle, C., Shank, J., Messina, E., **Porter, H.**, Salzer, M., Baron, D., Kishbauch, G., Naveiras-Cabello, R., Mitchell, L., Ryan, A., & Koons, G. (2014). Role of leisure in recovery from mental illness. *American Journal of Psychiatric Rehabilitation, 17*(2), 147-165

17. Iwasaki, Y., Coyle, C., Shank, J., Messina, E., & **Porter, H.** (2013). Leisure-generated meanings and active living for persons with mental illness. *Rehabilitation Counseling Bulletin, 57*, 46-56
18. **Porter, H.**, Shank, J. & Iwasaki, Y. (2012). Promoting a collaborative approach with recreational therapy to improve physical activity engagement in type 2 diabetes. *Therapeutic Recreation Journal, Special Issue Part I: Collaborative Practices and Physical Activity, 46*(3), 202-217
19. **Porter, H.**, Iwasaki, Y., & Shank, J. (2011). Conceptualizing meaning-making through leisure experiences. *Society & Leisure, 33*(2), 167-194
20. **Porter, H.** & Van Puymbroek, M. (2007). Utilization of the international classification of functioning, disability, and health within therapeutic recreation practice. *Therapeutic Recreation Journal, 41*(1), 47-60

Peer-Reviewed Open-Access Online Publications (10)

* = Publication with student

1. DeFazio, V.* & **Porter, H.** (2016). Barriers and facilitators to physical activity for youth with cerebral palsy. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of DeFazio's research conducted for a MSRT course)
2. King, J.* & **Porter, H.** (2016). Outcomes of camp participation for youth with cancer. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of King's research conducted for a MSRT course)
3. Stuhl, A.* & **Porter, H.** (2015). Riding the waves: Therapeutic surfing to improve social skills for children. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Stuhl's research conducted for a MSRT course)
4. Lin, C.* & **Porter, H.** (2014). Balance confidence and social activity in older adults with lower extremity amputation: A systematic review. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Lin's research conducted for a MSRT course)
5. Holbert, J.* & **Porter, H.** (2013). Obesity management in spinal cord injury through leisure time physical activity. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Holbert's research conducted for a MSRT course)
6. Hartman, K.* & **Porter, H.** (2013). Benefits of social support for individuals with spinal cord injury. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Hartman's research conducted for a MSRT course)
7. Ferrante, M.* & **Porter, H.** (2013). Behavior management in children and adolescents with traumatic brain injury through antecedent interventions within applied behavior analysis. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Ferrante's research conducted for a MSRT course)

8. Tosti, E.* & **Porter, H.** (2013). Therapeutic benefits of sports participation for individuals with combat related lower extremity amputations. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Tosti's research conducted for a MSRT course)
9. Costello, J.* & **Porter, H.** (2013). Multi-sensory motor interventions for behavior management in individuals with dementia in residential care. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Costello's Master's Project)
10. Ropars, K.* & **Porter, H.** (2013). Social skills training for children and adolescents with developmental disabilities. *RT Wise Owls* (www.rtwiseowls.com). (*This was an outcome of Ropar's Master's Project)

Commentaries (1)

1. **Porter, H.** (2018). Book review rebuttal: RT for specific diagnoses and conditions. *American Journal of Recreation Therapy*, 17(4), 9-10.

Peer-Reviewed Journal Agreements

1. Therapeutic Recreation Journal: Verbal agreement to peer review and consider reprint of evidence-based practice summaries developed by students and mentored by faculty and posted on RT Wise Owls
 - a. *Therapeutic Recreation Journal*, 50(4): Two research summaries published reflecting the work of one 4+1 student, one MSRT student, and one faculty member
 - b. *Therapeutic Recreation Journal*, 50(3): Two research summaries published reflecting the work of two 4+1 students and one faculty member
 - c. *Therapeutic Recreation Journal*, 50(2): Three research summaries published reflecting the work of seven MSRT & 4+1 students and three faculty members
 - d. *Therapeutic Recreation Journal*, 49(4): Two research summaries published reflecting the work of two MSRT students and two faculty members
 - e. *Therapeutic Recreation Journal*, 49(3): Three research summaries published reflecting the work of five MSRT students and three faculty members
 - f. *Therapeutic Recreation Journal*, 49(2): Three research summaries published reflecting the work of eleven MSRT students and one faculty member
 - g. *Therapeutic Recreation Journal*, 49(1): Three research summaries published reflecting the work of the work of five MSRT students and two faculty members
 - h. *Therapeutic Recreation Journal*, 48(4): Three research summaries published reflecting the work of four MSRT students and one faculty member

Book Series Editor

2014 – Present; Recreational Therapy Practice textbook series, Idyll Arbor, Inc.

Book Editor & Author (5)

1. **Porter, H.**, Hawkins, B., & Kemeny, B. (2019). *ATRA's competencies in recreational therapy practice: Results from the 2019 ATRA delphi & competencies study*. American Therapeutic Recreation Association: Reston, VA. ISBN: 978-1-7346280-0-5
2. **Porter, H.** (2016). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc. ISBN: 978-1882883950

Managed one contributor. Authored 5 chapters (see Book Chapters below for list of chapters) and contributor wrote one chapter.

3. **Porter, H.** (2016). *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc. ISBN: 978-1882883974
Managed 30 contributors, 3 reviewers, & 14 research and editing assistants. Authored 25 chapters & co-authored 4 chapters (see Book Chapters below for list of chapters written) and contributors authored 22 chapters.
4. **Porter, H.** (2015). *Recreational therapy for specific diagnoses and conditions*. Enumclaw, WA: Idyll Arbor, Inc. ISBN: 978-1882883967
Managed 41 contributors, 3 reviewers, & 15 research and editing assistants. Authored 12 chapters & co-authored 4 chapters (see Book Chapters below for list of chapters written) and contributors authored 23 chapters.
5. **Porter, H.** & Burlingame, J. (2006). *Recreational therapy handbook of practice: ICF-based diagnosis and treatment*. Enumclaw, WA: Idyll Arbor, Inc. ISBN: 978-1882883530
Authored approximately 80% of the book. Co-author wrote approximately 20% of the book. Text is utilized by the National Council for Therapeutic Recreation Certification in the development of exam items for the national certification exam.

SPECIAL NOTE: From 2011-2014 I created and operated the International Classification of Functioning, Disability, and Health (ICF) and Recreational Therapy Evidence Based Research Lab (ICF & RT EBP Research Lab) for RT Undergraduate students to help me with books #3 & #4 above. Students read chapter drafts and provided feedback on ease of reading/understanding from student perspective (because they are college textbooks I wanted them to be student 'readable'), provided editing assistance, and researched peer-reviewed research articles to assist chapter authors. All students had their names published in the textbooks as Research/Editing Assistants and received a free copy of both books. Students were not paid. Students = Rebecca Baro, Genee Bower, Joshua Cino, Morgan Ferrante, Tonya Fromm, Kristen Hartman, Tracy Jastrzab, Lea Peterson, Erin Kate MacElroy, Yekaterina Mishin, Marianella Sanchez, Alexa Szal, Mandi Shearer, & Rachel Thomas

Book Chapters (54)

* = Publication with student, ** = Publication with adjunct instructor (mentoring)

1. **Porter, H.** (2019). Chapter 11: The International Classification of Functioning Disability and Health. In the Healthcare Code Sets, Clinical Terminologies, and Classification Systems. *American Health Information Management Association*, Kathy Giannangelo (editor)
2. **Porter, H.,** Van Puymbroeck, M., & McCormick, B. (2017). The role of the International Classification of Functioning, Disability, and Health (ICF) in recreational therapy practice, research, and education. In N. Stumbo (Ed.). *Professional Issues in Therapeutic Recreation, 3rd edition*. Sagamore Publishing
3. **Porter, H.** (2016). Introduction to the ICF. In H. Porter (Ed.). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc.

4. **Porter, H.** (2016). Body functions. In H. Porter (Ed.). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc.
5. **Porter, H.** (2016). Body structures. In H. Porter (Ed.). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc.
6. **Porter, H.** (2016). Activities and participation. In H. Porter (Ed.). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc.
7. **Porter, H.** (2016). Environmental factors. In H. Porter (Ed.). *Recreational therapy and the international classification of functioning, disability, and health*. Enumclaw, WA: Idyll Arbor, Inc.
8. **Porter, H.** (2016). Chapter 1: Activity and task analysis. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
9. **Porter, H.** (2016). Chapter 2: Adjustment/response to disability. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
10. **Porter, H.** (2016). Chapter 3: Body mechanics and ergonomics. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
11. **Porter, H.** (2016). Chapter 4: Consequences of inactivity. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
12. **Porter, H.** (2016). Chapter 5: Education and counseling. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
13. **Porter, H.** (2016). Chapter 6: Parameters and precautions. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
14. **Porter, H.** (2016). Chapter 7: Participation. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
15. **Porter, H.** (2016). Chapter 8: Psychoneuroimmunology. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
16. **Porter, H.** (2016). Chapter 9: Stress. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
17. **Porter, H.** (2016). Chapter 10: Theories, models, and concepts. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
18. **Porter, H.** (2016). Chapter 11: Activity pattern development. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
19. **Porter, H.** (2016). Chapter 18: Balance training. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.

20. **Porter, H.** (2016). Chapter 22: Cognitive retraining and rehabilitation. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
21. **Porter, H.** (2016). Chapter 23: Community participation: Transition, inclusion, integration, and reintegration. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
22. **Porter, H.** (2016). Chapter 24: Community problem solving. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
23. **Porter, H.** (2016). Chapter 27: Energy conservation techniques. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
24. **Porter, H.** (2016). Chapter 32: Leisure resource awareness. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
25. **Porter, H.** & Sciolla, J.** (2016). Chapter 34: Medical play and preparation. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc. (*note: co-author is an adjunct instructor in the Recreational Therapy program at Temple)
26. Bower, G.* & **Porter, H.** (2016). Chapter 36: The Montessori method. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc. (*note: co-author was an Undergraduate student in the Recreational Therapy program at Temple)
27. **Porter, H.** (2016). Chapter 37: Motor learning and training strategies. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
28. **Porter, H.** (2016). Chapter 39: Physical activity. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
29. Weybright, E. & **Porter, H.** (2016). Chapter 41: Reminiscence. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
30. **Porter, H.** (2016). Chapter 42: Sensory interventions. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
31. **Porter, H.** (2016). Chapter 43: Sexual well-being. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
32. Ropars, K.* & **Porter, H.** (2016). Chapter 44: Social skills training. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc. (*note: co-author was a Graduate student in the Recreation Therapy program at Temple)
33. **Porter, H.** (2016). Chapter 45: Stress management and coping. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
34. **Porter, H.** (2016). Chapter 48: Transfers. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.

35. **Porter, H.** (2016). Chapter 50: Walking and gait training. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
36. **Porter, H.** (2016). Chapter 51: Wheelchair mobility. In H. Porter (Ed.), *Recreational therapy basics, techniques, and interventions*. Enumclaw, WA: Idyll Arbor, Inc.
37. **Porter, H.** (2015). Chapter 11: The International Classification of Functioning Disability and Health. In the Healthcare Code Sets, Clinical Terminologies, and Classification Systems. *American Health Information Management Association*, Kathy Giannangelo (editor)
38. Elokdah, K. & **Porter, H.** (2015). Chapter 1: Amputation. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 5-26). Enumclaw, WA: Idyll Arbor, Inc.
39. **Porter, H.** (2015). Chapter 2: Attention-Deficit/Hyperactivity Disorder. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 27-38). Enumclaw, WA: Idyll Arbor, Inc.
40. **Porter, H.** (2015). Chapter 4: Back disorders and pain. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 51-58). Enumclaw, WA: Idyll Arbor, Inc.
41. **Porter, H.** (2015). Chapter 6: Burns. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 69-78). Enumclaw, WA: Idyll Arbor, Inc.
42. **Porter, H.** (2015). Chapter 7: Cancer. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 79-84). Enumclaw, WA: Idyll Arbor, Inc.
43. **Porter, H.** (2015). Chapter 10: Chronic Obstructive Pulmonary Disease. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 115-120). Enumclaw, WA: Idyll Arbor, Inc.
44. **Porter, H.** (2015). Chapter 11: Diabetes Mellitus. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 121-130). Enumclaw, WA: Idyll Arbor, Inc.
45. **Porter, H.** & Jake, L. (2015). Chapter 13: Feeding & eating disorders. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 141-152). Enumclaw, WA: Idyll Arbor, Inc.
46. **Porter, H.** (2015). Chapter 14: Fibromyalgia and Juvenile Fibromyalgia. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 153-160). Enumclaw, WA: Idyll Arbor, Inc.
47. **Porter, H.** (2015). Chapter 16: Generalized Anxiety Disorder. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 169-174). Enumclaw, WA: Idyll Arbor, Inc.
48. **Porter, H.** (2015). Chapter 17: Guillain-Barre Syndrome. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 175-180). Enumclaw, WA: Idyll Arbor, Inc.

49. **Porter, H.** (2015). Chapter 19: Heart Disease. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 195-200). Enumclaw, WA: Idyll Arbor, Inc.
50. **Porter, H.,** Wiggins, B., & Haynes, N. (2015). Chapter 28: Parkinson's Disease. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 295-308). Enumclaw, WA: Idyll Arbor, Inc.
51. **Porter, H.** (2015). Chapter 30: Pressure ulcers. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 321-326). Enumclaw, WA: Idyll Arbor, Inc.
52. **Porter, H.** (2015). Chapter 37: Total joint replacement. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 399-406). Enumclaw, WA: Idyll Arbor, Inc.
53. Long, D., Gregory, D., & **Porter, H.** (2015). Chapter 38: Traumatic brain injury. In H. Porter (Ed.), *Recreational therapy for specific diagnoses and conditions* (pp. 407-416). Enumclaw, WA: Idyll Arbor, Inc.
54. Van Puymbroek, M., **Porter, H.,** McCormick, B., & Singleton, J. (2009). The international classification of functioning, disability, and health in therapeutic recreation practice. In *Professional Issues in Therapeutic Recreation* (pp 43-57). Stumbo, N. (Ed.). Sagamore Publishing.

Technical Reports for Professional Organization Members Only (7)

1. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Physical rehabilitation and medical: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (12 pages)
2. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Community: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (7 pages)
3. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Older adults: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (11 pages)
4. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Behavioral health: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (12 pages)
5. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Child and adolescent: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (11 pages)
6. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Veterans: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (8 pages)
7. Hawkins, B., **Porter, H.,** & Kemeny, B. (2017). *Schools: ATRA delphi and competencies study research update*. American Therapeutic Recreation Association: Reston, VA. (8 pages)

Manual Chapters (2)

1. **Porter, H.** (1997). Importance of staying active. In Bryn Mawr Rehab Spinal Cord Committee (Eds.), *Spinal cord education manual* (pp. unknown). Malvern, PA: Bryn Mawr Rehab Hospital
2. **Porter, H.** (1997). Recreation and leisure resources. In Bryn Mawr Rehab Spinal Cord Committee (Eds.), *Spinal cord education manual* (pp. unknown). Malvern, PA: Bryn Mawr Rehab Hospital

Newsletter Articles (11)

1. **Porter, H.,** Hawkins, B., & Kemeny, M (2020). Now available! ATRA's competencies in RT practice. *American Therapeutic Recreation Association, Summer 2020 Newsletter* (peer reviewed, CEUs offered)
2. **Porter, H.** (2016). Looking for evidence-based practice? Go to RT Wise Owls! *Recreational Therapy Today, August 2016 Newsletter.*
3. **Porter, H.** (2016). RT licensure in Pennsylvania update. *Pennsylvania Therapeutic Recreation Society, Spring 2016 Newsletter*
4. **Porter, H.** (2016). Errorless learning and forward chaining. *American Therapeutic Recreation Association, Spring 2016 Newsletter* (peer reviewed, CEUs offered)
5. **Porter, H.** (2014). Recreational therapy licensure in Pennsylvania. *American Therapeutic Recreation Association, Summer 2014 Newsletter* (peer reviewed, CEUs offered)
6. **Porter, H.** (2014). Ipad resources. *American Therapeutic Recreation Association, Spring 2014 Newsletter* (peer reviewed, CEUs offered)
7. **Porter, H.** (2014). Evidence based practice toolkits added to the RT Wise Owls blog. *American Therapeutic Recreation Association, Spring 2014 Newsletter* (peer reviewed, CEUs offered)
8. **Porter, H.** (2013). Recreational therapy in the school system: Identified as top priority for transitioning youth with disabilities. *American Therapeutic Recreation Association, Fall 2013 Newsletter* (peer reviewed, CEUs offered)
9. **Porter, H.** (2013). Recreational therapy in the school system: Identified as top priority for transitioning youth with disabilities. *New Jersey/Eastern Pennsylvania Therapeutic Recreation Association, Fall 2013 Newsletter*
10. **Porter, H.** (2013). First annual recreational therapy evidence based practice day conference at Temple University: A great success! *American Therapeutic Recreation Association, Summer 2013 Newsletter* (peer reviewed, CEUs offered)
11. **Porter, H.** (2012). Mendeley groups for recreational therapists. *American Therapeutic Recreation Association, October 2012 Newsletter* (peer reviewed, CEUs offered)
12. **Porter, H.** (2011). The international classification of functioning, disability & health: An overview for recreational therapists. *American Therapeutic Recreation Association, September 2011 Newsletter* (peer reviewed, CEUs offered)

Guides (1)

1. **Porter, H.** (2013). *Recreational therapy evidence-based practice*. An 8-page document for other RT academic programs that explains the benefits of (and how to structure student work and host) an RT evidence-based practice day conference.

Invited Reviewer

1. RT Wise Owls
2. Journal of Leisure Research
3. Leisure Sciences
4. Therapeutic Recreation Journal

Presentations

International (11)

NOTE: The American Therapeutic Recreation Association (ATRA) has an INTERNATIONAL reach

* = Presentation with student

1. Hawkins, B., Kemeny, B., & **Porter, H.** (2019). Complement your RT competence! Results and implications from the ATRA Delphi and Competencies Study. American Therapeutic Recreation Association Annual Conference; Reno, NV.
2. Hawkins, B., Kemeny, B., & **Porter, H.** (2018). Keys to competent practice: Implications from ATRA's delphi and competency study. American Therapeutic Recreation Association Annual Conference; Grand Rapids, MI.
3. **Porter, H.** (2018). Standardized assessment tools in rehabilitation. Invited/accepted presentation for Recreational Therapy students at University of Lethbridge, Canada
4. **Porter, H.** (2017). Standardized assessment tools for RT practice: Part I. Invited/accepted presentation for ATRA Academy Webinar; Hattiesburg, MS.
5. **Porter H.** (2017). Standardized assessment tools in RT practice: Part II. Invited/accepted presentation for ATRA Academy Webinar; Hattiesburg, MS.
6. **Porter, H.** (2016). RT evidence-based practices for community integration, inclusion, and transitioning. Invited/accepted presentation for ATRA Academy Webinar; Hattiesburg, MS.
7. **Porter, H.** (2016). Constraint induced movement therapy (CIMT): A new avenue for RT research. Invited/accepted presentation for ATRA Academy Webinar; Hattiesburg, MS.
8. Holbert, J.* & **Porter, H.** (2013). Obesity management in spinal cord injury through leisure time physical activity. American Therapeutic Recreation Association Annual Conference; Pittsburgh, PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of an MSRT elective course. Additional mentoring provided outside of course in preparing for conference presentation.)

9. Tosti, E.* & **Porter, H.** (2013). Therapeutic benefits of sports participation for individuals with combat related lower extremity amputation. American Therapeutic Recreation Association Annual Conference; Pittsburgh, PA (* Co-presenter was an MSRT student at Temple. Research
10. **Porter, H.** (2013). The International Classification of Functioning, Disability, and Health (ICF) and recreational therapy practice: ICF scoring. Invited/accepted presentation for ATRA Academy Webinar; Hattiesburg, MS.
11. **Porter, H.** (2007). Neuroplasticity interventions for recreational therapy. Invited presentation for ATRA Academy Teleconference; Hattiesburg, MS

National (3)

1. Kemeny, B., Hawkins, B., & **Porter, H.** (2019). ATRA Competency Study: Promoting development of recreational therapists serving older adults. The Gerontological Society of America's 71st Annual Scientific Meeting; Austin, TX.
2. **Porter, H.** (2018). Using and building evidence-based practice in RT. Invited presentation for the Oklahoma Recreational Therapy Association Annual Conference, Online
3. **Porter, H.** & Burlingame, J (2005). The international classification of functioning, disability, and health: New directions for therapeutic recreation practice. Submitted presentation for the Mid-Eastern Symposium on Therapeutic Recreation; Ocean City, MD.

Regional (47)

* = Presentation with student

1. **Porter, H., Hawkins, B., & Kemeny, B.** (2020). ATRA's competencies in recreational therapy practice to inform evidence-based practice. Recreational Therapy Evidence Based Practice Day Conference, Temple University. Phila., PA
2. **Porter, H.,** Fili, K.*, McCarthy, J.*, McKenzie, K.*, Olek, J.*, Rennie, C.*, Savidge, G.*, & Surden, M.* (2019). Clinical practice guidelines for RT treatment of adult stroke, parkinson's, total joint replacement, and rheumatoid arthritis. New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ. (* Co-presenters were BSRT students at Temple. This was an outcome of mentored student research outside of required coursework)
3. Fili, K.* & **Porter, H.** (2019). Clinical practice guidelines for RT treatment of adult stroke. Recreational Therapy Evidence Based Practice Day Conference, Temple University. Phila., PA (* Co-presenter was a BSRT student at Temple. This was an outcome of mentored student research outside of required coursework)
4. Olek, J.*, Rennie, C.*, & **Porter, H.** (2019). Clinical practice guidelines for RT treatment of rheumatoid arthritis. Recreational Therapy Evidence Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. This was an outcome of mentored student research outside of required coursework)
5. McKenzie, K.*, Savidge, G.*, & **Porter, H.** (2019). Clinical practice guidelines for RT treatment of total joint replacement. Recreational Therapy Evidence Based Practice Day Conference, Temple

University, Phila., PA (* Co-presenters were BSRT students at Temple. This was an outcome of mentored student research outside of required coursework)

6. McCarthy, J.*, Surden, M.*, & **Porter, H.** (2019). Clinical practice guidelines for RT treatment of Parkinson's disease. Recreational Therapy Evidence Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. This was an outcome of mentored student research outside of required coursework)
7. **Porter, H.** (2019). "I see you cheating!": Proctorio, technology-based exam proctoring. E-Learning 3.0 Conference, USciences, Phila., PA
8. **Porter, H.** (2019). Findings from ATRA's Delphi & Competencies Study: Implications for Practice. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA
9. Kemeny, B., Hawkins, B., & **Porter, H.** (2019). Keys to competent practice. Slippery Rock University Recreational Therapy Workshop, Slippery Rock, PA
10. **Porter H.** (2018). Standardized assessment tools for older adults: Measuring outcomes to strengthen practice, Part I. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
11. **Porter H.** (2018). Standardized assessment tools for older adults: Measuring outcomes to strengthen practice, Part II. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
12. **Porter H.** (2018). Using and building evidence-based practice in RT. Recreational Therapy Evidence-Based Practice Day Conference, Temple University
13. **Porter, H.** (2018). Neuroplasticity interventions for neurological impairments. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA
14. Daly, A.*, Garcia, R.*, & **Porter, H.** (2017). Non-pharmacological interventions for agitation and aggression in alzheimer's. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional mentoring was provided outside of course in strengthening research and preparing for conference presentation.)
15. Skotarczak, C.*, Stueck, Z.*, & **Porter, H.** (2017). Bibliotherapy for negative symptoms of schizophrenia. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional mentoring was provided outside of course in strengthening research and preparing for conference presentation.)
16. Forcellini, E.*, McGrath, K.*, Moody, J.*, & **Porter, H.** (2017). Adaptive sports for decreasing sedentary behavior in veterans with combat-related amputations. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional

mentoring was provided outside of course in strengthening research and preparing for conference presentation.)

17. Gallagher, M.*, Martin, G.*, & **Porter, H.** (2017). Aquatic therapy for gross motor functioning among children with cerebral palsy. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional mentoring was provided outside of course in strengthening research and preparing for conference presentation.)
18. Marinucci, R.*, Verrall, J.*, & **Porter, H.** (2017). Wii video games for functioning in older adults with dementia. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional mentoring was provided outside of course in strengthening research and preparing for conference presentation.)
19. Puma, L.*, Woltemate, M.*, & **Porter, H.** (2017). Music interventions for social skills in children with autism. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenters were BSRT students at Temple. Research was completed as part of a required BSRT course. Additional mentoring was provided outside of course in strengthening research and preparing for conference presentation.)
20. DeFazio, V.* & **Porter, H.** (2017). Barriers and facilitators to physical activity for youth with cerebral palsy. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
21. King, J.* & **Porter, H.** (2017). Outcomes of camp participation for youth with cancer. Recreational Therapy Evidence-Based Practice Day Conference, Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
22. **Porter, H.** (2016). Using and building evidence-based practice in RT. Invited presentation for the Pennsylvania Therapeutic Recreation Society, Lancaster, PA (*Listed as a “featured” speaker in the conference program).
23. **Porter, H.** (2016). Neuroplasticity interventions for rehabilitation of individuals with neurological impairment. Invited presentation for the Pennsylvania Therapeutic Recreation Society, Lancaster, PA (*Listed as a “featured” speaker in the conference program).
24. **Porter, H.** & Hsieh, P. (2015). Standardized assessment tools: Resources and simple data analysis. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
25. Stuhl, A.* & **Porter, H.** (2015). Riding the waves: Therapeutic surfing to improve social skills in children with autism. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed

as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)

26. Decker, K.* & **Porter, H.** (2015). Outcomes of pediatric burn camps: A literature review. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
27. Cooper, V.* & **Porter, H.** (2015). A comparison of the scope of practice of recreational therapy and child life to identify areas for collaboration and future research. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (*Co-presenter was an MSRT student at Temple. This was an outcome of Cooper's Master's Project.)
28. Hartman K.* & **Porter, H.** (2014). The impact of outdoor programming on positive affect and perceived self-awareness in veterans with traumatic brain injury. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (*Co-presenter was an MSRT student at Temple. This was an outcome of Hartman's Master's Project.)
29. **Porter, H.** (2014). Recreational therapy licensure in Pennsylvania (part of Keynote session). Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
30. **Porter, H.** & Hsieh, P. (2014). Constraint induced movement therapy in recreational therapy practice. New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
31. Lin, J.* & **Porter, H.** (2014). Balance confidence and social activity in older adults with lower extremity amputation: A systematic review. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
32. Ropars, K.* & **Porter, H.** (2013). Social skills training for children with developmental disabilities: Evidence-based practice. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (*Co-presenter was an MSRT student at Temple. This was an outcome of Ropar's Master's Project.)
33. Costello, J.* & **Porter, H.** (2013). Multi-sensory motor interventions for behavior management in individuals with dementia in residential settings: Evidence-based practice. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (*Co-presenter was an MSRT student at Temple. This was an outcome of Costello's Master's Project.)
34. **Porter, H.** (2013). Recreational therapy licensure in Pennsylvania. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.

35. Holbert, J.* & **Porter, H.** (2013). Obesity management in spinal cord injury through leisure time physical activity. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
36. Holbert, J.* & **Porter, H.** (2013). Obesity management in spinal cord injury through leisure time physical activity. New Jersey Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
37. Hartman, K.* & **Porter, H.** (2013). Benefits of social support for individuals with spinal cord injury. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
38. Hartman, K.* & **Porter, H.** (2013). Benefits of social support for individuals with spinal cord injury. New Jersey Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
39. Ferrante, M.* & **Porter, H.** (2013). Behavior management in children and adolescents with traumatic brain injury through antecedent interventions within applied behavior analysis. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
40. Ferrante, M.* & **Porter, H.** (2013). Behavior management in children and adolescents with traumatic brain injury through antecedent interventions within applied behavior analysis. New Jersey Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
41. Tosti, E.* & **Porter, H.** (2013). Therapeutic benefits of sports participation for individuals with combat related lower extremity amputation. Recreational Therapy Evidence Based Practice Day Conference at Temple University, Phila., PA (* Co-presenter was an MSRT student at Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)
42. Tosti, E.* & **Porter, H.** (2013). Therapeutic benefits of sports participation for individuals with combat related lower extremity amputation. New Jersey Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ (* Co-presenter was an MSRT student at

Temple. Research was completed as part of MSRT elective course. Additional mentoring was provided outside of course in preparing for conference presentation.)

43. **Porter, H.** (2011). The International Classification of Functioning, Disability, & Health (ICF): Basic Coding Proficiency & Application. Invited “full-day” conference for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
44. **Porter, H.** (2010). Key opportunities for recreational therapy with the international classification of functioning, disability, and health. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
45. **Porter, H.** (2009). Obtaining personal meaning through leisure. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Conference, Edison, NJ.
46. **Porter, H.** (2005). The international classification of functioning, disability, and health: New directions for therapeutic recreation practice. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association, Edison, NJ.
47. **Porter, H.** (2004). Neuroplasticity interventions for recreational therapy. Invited presentation for the New Jersey/Eastern Pennsylvania Therapeutic Recreation Society, Edison, NJ.

College/University (3)

1. Ibrahim, J., **Porter, H.**, Friedman, L., Egan, W., Harris, K., Ford, L., Frankel, A., Mansell, J., Scarpulla, M., & Cheesman, W. (2020). CPH online teaching webinar (*to help faculty during COVID-19).
2. **Porter, H.** (2020). Proctorio demonstration. Panel member, representative for CPH. Temple University, Phila., PA
3. **Porter, H.** (2019). “I see you cheating!”: Proctorio, technology based exam proctoring. Temple University’s Annual Conference on Teaching Excellence, Temple University, Phila., PA
4. **Porter, H.** (2015). Kahoot: An innovating teaching tool. First Annual Teaching Showcase, College of Public Health, Temple University, Phila., PA.

Guest Lectures (21)

1. **Porter, H.** (2020). ATRA dephi and competencies study. Invited lecture for RCTH 3196 Research and Evaluation in Recreational Therapy Section 001 course at Temple University
2. **Porter, H.** (2019). ATRA dephi and competencies study. Invited lecture for RCTH 3196 Research and Evaluation in Recreational Therapy Section 002 course at Temple University
3. **Porter, H.** (2019). ATRA dephi and competencies study. Invited lecture for RCTH 3196 Research and Evaluation in Recreational Therapy Section 001 course at Temple University
4. **Porter, H.** (2019). State of recreational therapy licensure. Invited lecture for RCTH 3101 Recreational Therapy Professional Seminar II course at Temple University

5. **Porter, H.** (2019). ATRA's delphi and competencies study. Invited lecture for RCTH 3196 Research and Evaluation in Recreational Therapy course at Temple University
6. **Porter, H.** (2016). Introduction to recreational therapy. Invited lecture for HRPR 1001 The Way We Live, Work, and Play course at Temple University.
7. **Porter, H.** (2015). Widening the lens. Invited lecture for Intro to Health Professions course at Temple University.
8. **Porter, H.** (2014). Seated exercise for individuals with disabilities. Invited lecture for Recreational Therapy Modalities course at Temple University.
9. **Porter, H.** (2014). Using Camtasia Relay as a teaching method. Invited lecture/discussion for Dept of Rehab Sciences, Temple University, Phila., PA.
10. **Porter, H.** (2014). A career in education. Invited lecture/discussion at New Foundations Charter Elementary School's Career Camp Program, Phila., PA.
11. **Porter, H.** (2013). Seated exercise for individuals with disabilities. Invited lecture for Recreational Therapy Modalities course at Temple University.
12. **Porter, H.** (2013). Widening the lens. Invited lecture for Intro to Health Professions course at Temple University.
13. **Porter, H.** (2013). A career in recreational therapy. Invited lecture/discussion at New Foundations Charter High School, Phila., PA.
14. **Porter, H.** (2012). Widening the lens. Invited lecture for Intro to Health Professions course at Temple University.
15. **Porter, H.** (2012). Recreational Therapy Major at Temple. Invited speaker at Temple's CHPSW Open House.
16. **Porter, H.** (2012). Recreational Therapy Major at Temple. Invited speaker at Experience Temple Day.
17. **Porter, H.** (2011). Widening the lens. Invited lecture for Intro to Health Professions course at Temple University.
18. **Porter, H.** (2010). Widening the lens. Invited lecture for Intro to Health Professions course at Temple University.
19. **Porter, H.** (2009). Achieving your dreams: Reaching your career goals. Invited lecture/discussion at Community Education Partners for at-risk troubled adolescents.
20. **Porter, H. & Garnick, J.** (1994). Community integration review. Invited lecture for medical students preparing for board exams at Thomas Jefferson University, Philadelphia, PA.

21. Porter, H. & Garnick, J. (1993). Community integration review. Invited lecture for medical students preparing for board exams at Thomas Jefferson University, Philadelphia, PA.

Conferences/Trainings/Workshops Created

Recreational Therapy Evidence-Based Practice Day Conference at Temple University

**Note: I created this low cost CEU-bearing conference in 2013 to provide a platform for students to share their research with other students and local clinicians and provide networking opportunities. Students' research and conference preparation are mentored by RT faculty. The conference has a regional draw (NJ, PA, DE) of about 250+ attendees annually. * I do not receive workload release or a stipend for this (requires approximately 75 hours of work).*

2020; Conference Chair/Coordinator (will be held on 4/23/20)

2019; Conference Chair/Coordinator, 26 BSRT, MSRT & 4+1 students presented research

2018; Conference Chair/Coordinator, 28 BSRT, MSRT, & 4+1 students presented research

2017; Conference Chair/Coordinator, 32 BSRT, MSRT, & 4+1 students presented research

2016; Conference Chair/Coordinator, 24 MSRT and 4+1 students presented research

2015; Conference Chair/Coordinator, 27 MSRT and 4+1 students presented research

2014; Conference Chair/Coordinator, 23 MSRT and 4+1 students presented research

2013; Conference Chair/Coordinator, 14 MSRT and 4+1 students presented research

NOTE: 2016; Provided consultation with David Sarwer at his request (Associate Dean of Research at Temple University & Director of Center for Obesity Research and Education at Temple University) to discuss adopting the RT-EBPD Conference process and format throughout all College of Public Health Departments and Programs.

Constraint Induced Movement Therapy (CIMT) Training for Recreational Therapists

**Note: CIMT training provided by the University of Alabama at Birmingham under supervision of Dr. Edward Taub (creator of CIMT) was only open to physical and occupational therapists. I initiated conversations with them to open training to recreational therapists, in which I was successful. I collaborated with David Morris, Course Coordinator, to create a 4-day CEU-bearing CIMT training program for recreational therapists at Temple.*

2014; Conference Chair/Coordinator, first host site for recreational therapy CIMT training. *No workload release or stipend received for organizing the training.

NOTE: David Morris, new to understanding recreational therapy, stated gaining significant insights through clinical discussions with conference participants, into the benefits of including recreational therapists within CIMT. To assist in furthering recreational therapy involvement in CIMT, David Morris, at my request, co-authored a chapter on CIMT and recreational therapy: Morris, D., Taub, E., & Bowman, M. (2016). Chapter 25: Constraint induced movement therapy. In H. Porter (Ed.) *Recreational Therapy Basics, Techniques, and Interventions*, pp 291-303.

SERVICE

Committees/Task Forces/Teams

PROGRAM Committees/Task Forces/Teams

2009-Present; Member, MSRT Graduate Faculty Committee

2017-2018; Member, MSRT Online Committee: Charged with moving on-campus MRST program to fully asynchronous online. Developed program goals, established curriculum including course name/content changes of current courses and rough outline for new courses, assisted with writing change in program proposal and course change proposals, assisted in designing course sequence and identification of faculty to revise/develop courses, developing the comprehensive exam, & developing the evidence-based protocol project (student project)

2018; Member, Recreational Therapy Undergraduate Curriculum Committee (summarized, made recommendations, and determined outcomes based on accreditation report, program review report, & faculty input)

2017; Member, Search Committee for two faculty positions in the Recreational Therapy Program at Temple

2014; Member, Faculty Search Committee for Recreational Therapy Program at Temple

DEPARTMENT Committees/Task Forces/Teams

2011-2012; Member, Academic Planning Committee for Dept. of Rehabilitation Sciences (now Department of Health and Rehabilitation Sciences) at Temple

2011-2012; Chair, Program Evaluation Committee for Dept. of Rehabilitation Sciences at Temple

2010; Co-Coordinator, Center for Obesity Research and Education & Dept. of Rehabilitation Sciences Collaboration

COLLEGE Committees/Task Forces/Teams

2019; Member, Paley Classroom Focus Group, College of Public Health

2018; Member, Polling & Exam Proctoring Committee, College of Public Health

2015-Present; Member, Non-Tenure Track Promotion Committee (reviews promotion applications)

2014-Present; Member, Teaching Excellence Committee for the College of Public Health, Temple University (special invitation): Developed a College wide peer evaluation policy and form, review & process Teaching Innovation Award applications & College Teaching Excellence Award applications, develop best teaching practice materials and dissemination strategies, developed recommendations for mentoring faculty in developing career path, & annual Teaching Showcase conference, assisted in creation of a Teaching Excellence online 'course' for faculty

2017-2018; Member, College of Public Health Interprofessional Education Committee

2015; Member, Non-Tenure Track Faculty Work Effort Policy Committee for College of Public Health, Temple University

2014; Member, Summer Workgroup V preparing for accreditation of CHPSW as a College of Public Health

2012-2013; Member, Mobile Technology Committee for CHPSW

UNIVERSITY Committees/Task Forces/Teams

2018-Present; Member, Lindback Distinguished Teaching Award Committee

2018; Member & Co-Chair, Tuition Benefits for Dependent Children Committee, Temple University

2015-2016; Chair, Tuition Benefits for Dependent Children Committee, Temple University

PROFESSION Committees/Task Forces/Teams

2019; National Council for Therapeutic Recreation Certification (NCTRC) Item Writing Committee

2016-Present; Alternate Representative for ATRA, Joint Commission's Hospital Professional and Technical Advisory Committee (PTAC)

2004-Present; Member, ATRA's World Health Organization/International Classification of Functioning, Disability and Health Team

2015-2016; Lead Chair, Physical Rehabilitation & Medical Section for ATRA

2013-2015; Co-chair, ATRA's Evidence Based Practice Task Force

2013; Co-Chair of the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Annual Fall Conference

2010-2013; Chair, ATRA's World Health Organization/International Classification of Functioning, Disability and Health Team

2008; Member, ATRA Competencies Committee

2007; Member, ATRA Accreditation Committee

2006; Member, NCTRC Job Analysis Pilot Survey

INTERDISCIPLINARY PROFESSIONAL Committees/Task Forces/Teams

2015-Present; Member, Community of Practice on Evidence (Center on Knowledge Translation for Disability and Rehabilitation Research – KTDRR)

2017; Invited Member, National Rehab Taxonomy Work Group (Summer Workgroup, PCORI-funded project)

COMMUNITY Committees/Task Forces/Teams

**Note: All of these initiatives were proposed, developed, and lead by me in an effort to improve educational quality, reduce costs to families, and enhance a sense of community at my children's school. To accomplish the below, I wrote and received grants, organized fundraisers and large committees, and performed a copious amount of physical labor with school families. * I did not receive payment for any of these tasks.*

2009; Chair, Resurrection of Our Lord Elementary School Computer Lab Renovation

2008; Chair, Resurrection of Our Lord Elementary School Library Renovation

2007; Chair, Resurrection of Our Lord Elementary School Pre-School Program Development

2007; Chair, Resurrection of Our Lord Elementary School Script Program Development

2007: Chair, Resurrection of Our Lord Elementary School & Church Block Party (1K+ people)

2006-2013; Chair, Resurrection of Our Lord Elementary School Father-Daughter Dance

Mentoring

Faculty Mentoring

2016-2017; Mentoring of all FT and PT Program faculty, including 3 new adjuncts, related to teaching became my responsibility for the 2016-2017 academic year with promotion to interim Co-Program Director

2013-2016; Mentored a fellow faculty member in teaching techniques, problem solving for teaching/classroom issues, and professional development

Student Award Mentoring

2014; Temple University Dental Hygiene Alumni Club Award; Brian Schad (monetary award for non-traditional student with strong GPA and community service) - Awarded

2012; Temple University Writing Intensive Prize; Christine Atieno Oyamo (monetary award for a student who has made significant gains in writing skills) – Not awarded

2011; Temple University Dental Hygiene Alumni Club Award; Genee Atwater (monetary award for non-traditional student with strong GPA and community service) – Awarded

Student Recognition Mentoring

2019; Contacted and advocated for Communications and Marketing within the College of Public Health to write a [story](#) about Gabrielle Savidge, an RT student who started a Girls on the Run Chapter at an elementary school

Consultations

Consultations for Organizations

2019-Present; Building a new innovative 114-bed freestanding inpatient rehabilitation facility in Richmond, VA (joint venture between Sheltering Arms and VCU Health, called the Sheltering Arms Institute) with goals to be an evidence-based model program that focuses on lifestyle/continuum health. Discuss RT outcome measurement at all levels of care with the goal to develop a comprehensive outcome measurement plan. Provide resources to support the development of an evidence-based RT program at the Institute (e.g., research articles). Will be an ongoing consultant as program is developed. Alison Clarke, CTRS; Sheltering Arms Physical Rehabilitation Centers, Richmond, VA

2018; Standardized assessment tools for assessment in clinical practice; Tedra Hazel, CTRS; Hebrew Rehabilitation Center; Boston, MA

2016; Evidence-based research consultation for Camilla Hall; Lynne Pomietlarz, CTRS; Malvern, PA

2015; Setting up a clinical recreational therapy program on a short-term transitional rehabilitation unit with emphasis on data collection for research; Kathleen Borgstrom, MS, CTRS; Recreational Therapy Program, Abramson Center for Jewish Life; North Wales, PA

2014; Consultation for the use of recreational therapy in the school system; Ms. Enid Glenn from Madison, WI; member of a United Way community solutions team looking at sending out a Request for Proposal to increase independence of transition students with behavioral health, mental health, and learning challenges.

2006; Consultant, Kids Club program at Northeast Racquet Club & Fitness Center; Phila., PA

Consultations to RT Faculty at Other Universities

* See 'Course Creation, Revisions, & Enhancements CONSULTS for OTHER UNIVERSITIES' on page 11 of this CV

Consultations for Research

2020; Identification of journal articles to support a physical activity initiative for children with mental illness; Jesse Enriquez, CTRS; Laurel Ridge Treatment Center in San Antonio, Texas

2019; Standardized assessment tools & resources for a research study on outcomes of camp participation for children with cancer; Mats John, Associate Professor, Dept of Health Sciences; Mid Sweden University in Ostersund, Sweden

Consultations for Recreational Therapy Licensure

2020; 2nd RT licensure consultation for California; Kevin McCann, CTRS; Co-Lead for licensure in California

2018; 2nd RT licensure consultation for Minnesota; Kathy Davis, M.A., CTRS; Co-Lead for licensure in Minnesota

2018; RT licensure consultation for California; Laura McLachlin, PhD, CTRS; Co0Lead for licensure in California

2017; RT licensure consultation for Minnesota; Kathy Davis, M.A., CTRS: Co-Lead for RT licensure in Minnesota

Consultations for Employment of Recreational Therapists

2015; Resources to support the hiring of a recreational therapist on the acute/intermediate care unit at Penn State Milton S. Hershey Medical Center; Megan H. Blashford, M.Ed., CTRS; Hershey, PA

2015; Resources to support the hiring of a recreational therapist at a public elementary school; Ilana Leib, BS, CTRS; Phila., PA

2015; Justification for hiring a recreational therapist at Melmark School (a school/residential facility for children with developmental disabilities); Cynthia Piccerillo, BS, CTRS; Berwyn, PA

Consultations for Temple Faculty

2017; Promotion and Teaching Awards (materials and organization); Keesha Benson, MSW, PhD (Temple University)

2014; Ensemble consultation; Carol Scheffner Hammer, PhD, CCC-SLP (Professor and Chair of Communication Sciences and Disorder at Temple University) & Annemarie Hindman, PhD (Associate Professor in Education at Temple University)

Consultations for Students

2019; Creating an open-access online database for treatment of breakdancing injuries, that incorporates a community discussion forum; processes involved in conducting community-based participatory research; Raymond Trinh, Temple University Fox School of Business UG Student

2014; Consult regarding use and benefits of the International Classification of Functioning, Disability, and Health (ICF) in Recreational Therapy Practice (Monique Adin, Recreational Therapy Student at Florida International State University)

Consultations for Individuals in the Community

2014; Justification for recreational therapy services for adult son with autism; Ms. Shirley Knupp; Phoenixville, PA

2013; Client consult & training, conducted RT crochet assessment for of client in Active Living for Persons with Aphasia at Temple University, trained an RT student to work with client outside of class time to foster skill development

Advocacy/Advancement of Profession

Recreational Therapy Licensure

**Note: In 2010, the Executive Director of NCTRC personally asked me to take the lead in organizing a committee to seek licensure for RTs in Pennsylvania (PA). I conducted leg-work for several years to enhance my understanding of legislative processes, challenges, needs, etc. prior to developing a committee.*

2013-Present; Continuing to problem solve for roadblocks to securing RT licensure, including consulting with a Public Advocacy Strategist from the Pennsylvania Recreation and Park Society, consulting with

Professional Licensure Executive Directors in the Senate and House, consulting with other Chairs of professions seeking licensure (e.g., Music Therapy), consulting with our professional organizations (ATRA, NCTRC), giving/writing updates on licensure to RTs in Pennsylvania and to our professional organizations, having regular meetings with the RT Licensure for PA Committee and the ATRA/NCTRC Joint Task Force for RT Licensure, sending out email blasts for 'take action' needs, organizing a 'Let's Make Some Noise' across RT all academic programs in PA, consulting with Temple's Government Relations Office, etc.

2013-Present; Write, introduce, and reintroduce every year a Senate and House Bill for RT licensure in Pennsylvania

2013-Present; Member, ATRA and NCTRC Joint Task Force for Recreational Therapy Licensure

2013-Present; Chair, Recreational Therapy Licensure for Pennsylvania Committee

Successes (sampling)

2016; Organized a state-wide postcard drive for RT licensure in PA. Collected and organized 2,000+ postcards. Coordinated with Temple's Government Relations Office to talk to Harrisburg and advocate for us.

2015; Successful in have Dept of State overturn 'no support' to 'neutral support' for RT licensure in PA

2014-2015; Successful in garnering written support for recreational therapy licensure from 350+ organizations that serve over 1 million Pennsylvanians annually.

2014; Active networking with Representatives in Harrisburg during PA Recreation & Park Society reception to gain support for recreational therapy licensure

2013; Surveyed RTs in PA regarding licensure and received favorable response

HR 1906 Inpatient Rehabilitation Act

2015-2016; Actively educated RT students and practitioners about HR 1906 Inpatient Rehabilitation Act (to force CMS to include RT in the 3-hour rule) and SB 1053/HB 1761 Amendment to the Medical Practice Act of 1985 to include Recreational Therapy licensure in Pennsylvania, and their role in advocating for profession based legislation and how to solicit co-sponsors/support.

Pennsylvania's Essential Health Benefits Package

2013; Recreational Therapy in Pennsylvania's Essential Health Benefits Package (EHBP): Designed and marketed a petition on www.change.org to add Recreational Therapy to PA's EHBP that received over 1,600 supporting signatures. Rep. John Sabatina agreed to support the inclusion of RT in the EBHP when it is revised in 2015.

Recreational Therapy in the school system

2013; Recreational Therapy in the school system: Responded to an open public call from the US Depts of Labor, Education, Health & Human Services and the Social Security Administration (on ePolicyWorks) for comment on strategies to help young people with disabilities successfully transition from school to work by 2020. Recommended RT to be a routinely considered therapy service in all IEPs. Rallied votes for support. Federal Partners in Transition National Online Dialogue: Participation Metrics Report

disseminated 11/2013). Within the report, “Mandate Recreational Therapy in Schools” was Top Idea #5 in the Employment Campaign and Top Idea #2 in the Overall Health and Human Services Campaign

ATRA Fact Sheet

2016; Updated the American Therapeutic Recreation Association’s Fact Sheet on RT in Physical Rehabilitation and Medicine (significant revisions)

RECOGNITION & AWARDS

Teaching Awards

- 2017 Recipient of the Lindback Distinguished Teaching Award from Temple University
- 2013 Recipient of the Excellence in Teaching Award from the College of Health Professions & Social Work (renamed the College of Public Health) at Temple University
- 2012 Excellence in Education Award to Temple University’s Recreational Therapy Program from the American Therapeutic Recreation Association (program award)

Professional Awards

- 2016 Recipient of the American Therapeutic Recreation Association, Member of the Year Award for contributions to the advancement of the RT profession
- 2015 Recipient of the New Jersey/Eastern Pennsylvania Therapeutic Recreation Association Certificate of Service Award for performing as an Outstanding Professional in providing excellent service in volunteering for advancement in the RT professional field
- 2015 Recipient of the Pennsylvania Therapeutic Recreation Society Presidential Citation Award for efforts and performances throughout the year that were adjudged to be outstanding by the President

Professional Recognition

- 2015 Was asked, and subsequently compiled, an “advocacy packet example” of my legislative efforts for RT licensure to share with students in the new CPH HRPR 1001 Public Health: The Way We Live, Work, & Play course (every student in CPH has to take this course)
- 2015 Induction to the Provost’s Teaching Academy, Temple University
- 2014 Special invitation to serve as a member on the College of Public Health’s Teaching Excellence Committee (an honor reserved for those who have received Teaching awards)
- 2013 One of 30 people worldwide to be invited to the Rehabilitation Treatment Taxonomy 3 day “working meeting” in Rockville, MD to provide feedback on a taxonomy for rehabilitation developed by Ucahn School of Medicine at Mount Sinai, Moss Rehabilitation Research Institute and the Kessler Foundation through a National Institute on Disability and Rehabilitation Research (NIDRR) grant
- 2011 Identified as a worldwide “clinical expert” in Lower Limb Amputation and invited (and accepted) to contribute to the development of a Lower Limb Amputation ICF Core-Set. Project was Chaired by Dr. Friedbert Kohler out of Liverpool Hospital in Australia and is in partnership with the World Health Organization.
- 2006 Spotlight in [ICF Clearinghouse Newsletter](#) (CDC publication) for work related to the advancement of the International Classification of Functioning, Disability and Health.