

Therapeutic Recreation Internship Manual: Certification Based

Edited by,

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Preface

We trust that you will find the new manual helpful and easy to implement. This document represents an effort to improve the quality of the internship experience and strengthen the communication channels between the Internship Agency-Site and the Academic-Unit.

Thanks could be given to so many individuals for their input that the list would be endless though I would like to provide a special recognition to Joan Burlingame, Susan Friend, Bill Higelmire, Peggy Holmes-Layman, Cynthia Niccolai, Kathryn Pommier, Gary Thompson, John Weber and Ann Zito for their support. I would also like to thank the **Illinois Recreational Therapy Association (ILRTA)** for endorsing this internship manual. We at Eastern Illinois University appreciate the effort and dedication commonly provided by various leisure service professionals practicing therapeutic recreation - without your help, much of the *theory* would lack practical application.

A manual such as this is never final but must always be responsive to experience and relevant to changing times. Suggestions and recommendations are therefore sincerely solicited. For your convenience a sheet for suggestions is included at the end of this manual.

Please note that the editor supports NCTRC in content and spirit though wishes to make it clear that by utilizing / completing this manual does not *guarantee* an individual to pass the national certification exam.

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Section One: Internship Orientation

- **Introduction**
- **Outline of Internship**
- **Terms**
- **Basic Guidelines**
- **Internship Mission**

Introduction

One major difference between a good internship experience and an excellent experience is *focused guidance*. Many practitioners and educators rely upon internship guidelines obtained from previous personal and organizational experience(s) without questioning the relevance of guidance obtained. A more effective approach would ask *why* something is done as it is, evaluating the *why* based on sound practice demonstrated within and outside of our profession. As a result of the *why* inquiry, questions should arise as to *what* guidance needs to be conveyed to the student(s) and *when, where, and how* such guidance needs to be expressed for optimal growth of the student(s) intern.

What: Guidance

Both NTRS and ATRA provide “Standards of Practice” for practitioners and educators to use when they prepare students for an internship experience yet few practitioners and educators fully utilize NCTRC’s guidance. ATRA and NTRS are powerful therapeutic recreation based organizations that provide vital governance to TR/RT practitioners. NCTRC is the nationally recognized body (est. 1981) that develops the guidelines for certification and re-certification requirements for therapeutic recreation professionals; therefore, attending to insights and directions posed by certification agent(s) are highly recommended. A certification agent strives to develop the most recent and the most relevant guidelines by attending to job analyses collected from representative sample(s) of therapeutic recreation specialists. The data obtained directs certification agent(s) in assessing *minimum* competencies; therefore educators, students, and practitioners should minimally reflect the certification agent’s guidelines and job analysis content. The job analysis is also used to develop the certification based exam content areas – once passed an individual is awarded the professional credential. Thus, certification agent’s guidelines and job analysis content are instrumental in helping guide practitioners, students and educators with a *focused vision of minimum* competence.

As the therapeutic recreation profession matures so does the desire for practitioners and educators to serve beyond the *minimum*. Professions need to grow and growth requires progressive outlooks. Publications by ATRA and NTRS have been developed as a means of guidance beyond the minimum. Yet the “standards of practice” manuals provided by ATRA and NTRS do not provide educators, practitioners, and student interns *enough* specific methods of attaining minimally perceived competencies – which are needed if we accept the certification agent’s job analysis studies results. Utilizing the ATRA or NTRS “Standards” as a guide(s) for the internship *solely* is commonly practiced though discouraged. One suggestion is to more *consistently* require students to be exposed to the minimum competencies as identified by certification agent(s) - first. Students need to be fully immersed in the content areas, provided by the certification agent’s job analysis, through targeted experiential opportunities (i.e., assignments). Frequently, practitioners and educators offer assignments based on certification agent(s), though the scope of content areas obtained by the assignments is random and incomplete as opposed to being a consistent and comprehensive reflection of the certification agent’s job analysis.

When: Guidance

Guidelines as to when an internship takes place are important yet are often vaguely provided. In their Field Placement Guidelines, NCTRC nurtures direction for practitioners and academicians by identifying “an acceptable internship takes place after a student completes the ‘majority’ (no less than twelve semester hours of coursework with six hours in therapeutic recreation - minimum) of their therapeutic and general recreation courses” (NCTRC, 1998, p. 10).

The academic-unit / internship transition may be overwhelming for many students. Assisting students with checklists (p. 16), assignment schedules (p. 33), and outlining what is expected may help students visualize requirements in advance, promoting student self-reliance. If pre-internship and internship guidelines are not conveyed by the practitioners and/or educators or if learning experiences, work loads, exercises, etc. are offered at inappropriate times (i.e., too soon / late) the internship experience may be perceived overwhelming by the student thus enhancing anxieties and perceived failure.

Where: Guidance

NCTRC requires individuals to have a baccalaureate or higher degree from an accredited college or university before they are eligible to sit for the exam (NCTRC, 1999, p.5). NCTRC requires that the agency-site have a full-time (32-hour workweek - minimum), actively certified CTRS on staff. Additionally, NCTRC requires that an acceptable agency-site / practitioner practice the therapeutic recreation process as defined by the knowledge and skill areas (based from NCTRC's job analysis study). The therapeutic recreation process (i.e., "assessment, intervention planning, implementation of services, evaluation of plan, documentation, collaborating with treatment teams, organizing and managing services, outreach, and public relations" (NCTRC, 1998, p. 18); is often recognized as an important *skill-set* that differentiates therapeutic recreation from other recreation disciplines.

Providing an internship where the most comprehensive demonstration of the therapeutic recreation process occurs is highly desired for the student intern. Assuming that all current CTRSs practice a sound therapeutic recreation process thus allowing students to complete internships with any CTRS would be a mistake by the academic-unit coordinator and is not advised. It is highly recommended that educators request each practitioner (representing an agency-site) to complete an application for student interns, which focus on staff credentials and the practitioner's ability to practice the therapeutic recreation process. The application should request the agency-site supervisor's CTRS certification number and resume, number of full-time CTRSs at agency-site, and information as to how the student will be exposed to the *majority* if not all of the *knowledge and skill areas* (p.25). Exposure to all of the knowledge and skill areas should occur once the internship assignments and the academic lessons are *collaboratively* completed.

How: Guidance

Evaluations are often used to provide valuable direction for student interns and agency-site and academic-unit supervisors. The feedback obtained from the evaluations should be instrumental in helping the student develop sound professional practice. It is acceptable for the agency-site supervisors to supplement academic-unit-developed evaluations; however, comprehensively developed evaluations by the educator typically diminish the need for supplements. There also should be many types of evaluations (i.e., student intern performance, agency-site, academic-unit supervisor, etc.), which represent various formats (Likert, narrative, etc.) so that a comprehensive representation of the internship experience results. Focused, pertinent questions promote evaluation completion and are encouraged.

Evaluations should be completed midway through the internship, allowing enough time (i.e., six weeks) for students and agency-site supervisors to adapt to the feedback obtained by each party (i.e., performance evaluation of student intern and student midterm evaluation of internship). The evaluation provided (p. 41) assesses indicators commonly desired by practitioners interested in character-based performance.

Please note that job analysis areas are reflected though not emphasized in the example provided. It is understood that by providing extensive assignments, based on the majority of certification based knowledge and skill areas, and by supplementing with character-based performance indicators, student intern development will be adequately monitored and hopefully enabled in meeting future demands of the therapeutic recreation profession.

If a variety of knowledge and skill area assignments are missing from an internship experience, or if an agency-site supervisor wishes to evaluate numerous knowledge and skill levels obtained by the student intern, one may be interested in the tool developed by Kinney and Witman (1998). Additionally, please note on page (42) that the evaluation requests agency-site supervisors and student interns to develop *objective enhancements* for evaluated elements that score below a perceived level (8). Such methods attempt to open dialogue between the student intern and the agency-site supervisor, exposing differences in perceptions and providing concrete parameters for student intern experiences, enabling them to improve their performance and alter agency-site supervisor perceptions.

Outline of Internship

The purpose of the internship is to provide an opportunity for the student to observe and put into practice in an actual work situation those theories, concepts and techniques studied in the classroom. It enables the student in obtaining both academic and practical experiences before accepting professional employment. The internship is an essential component, required by TR-based certification agent(s) for all individuals desiring to be certified through academic path requirements, in order to be eligible to register for the certification exam (NCTRC, 1999).

Terms

Academic Coordinator - the person at an Academic-Unit that advises students in preparing for an internship experience (i.e., resume and letter of application development, interview techniques, clarifying academic-unit expectations, etc.) . The person determines Agency-Site appropriateness and assists the student in selecting an appropriate internship (please see pg. 12 for further definition).

Academic Supervisor – the person at an academic-unit that is responsible for monitoring and evaluating students in an internship for academic credit. This person assumes their duties once an agreement between the academic-unit and the Agency-Site is signed and the internship commences (please see pg. 12 for further definition).

Academic-Unit – setting in which academic coursework, required by certification agent(s), is obtained. Term is synonymous with college, university (Eastern Illinois University), etc..

Agency-Site Supervisor – “the person at an Agency-Site who directs, supervises, and evaluates the student in the completion of an internship in an Agency-Site to satisfy academic requirements and the NCTRC standards (Grote & Hasl, 1999, p. 2)”. Supervision must be provided by a “full-time, on-site, agency supervisor currently certified at the professional level by NCTRC” (NCTRC, 1999, p. 19).

Certification-Agent – organization that develops and monitors compliance of standards for certification.

Internship – synonymous with fieldwork, practicum, field placement, etc. It is conducted for a minimum of 12 weeks. One must complete a minimum of 20 hours and a maximum of 40 hours per week, accumulating a minimum of 480 hours during the internship. “The minimum number of hours and weeks must be accomplished at ONE agency site over a consecutive period of time” (NCTRC, 1999, p. 19).

Basic Guidelines

All Students enrolled in the Internship course will be assisted with an Internship experience structured around basic guidelines and specific assignments. Although the Academic and Agency-Site Supervisors may modify specific assignments, the following guidelines may be altered only with the Academic-Unit’s approval.

1. The student must be employed for a minimum of 12 weeks. One must complete a minimum of 20 hours and a maximum of 40 hours per week, accumulating a minimum of 480 hours during the internship. “The minimum number of hours and weeks must be accomplished at ONE agency site over a consecutive period of time” (NCTRC, 1999, p. 19).
2. Each Internship may commence at the beginning of one (1) of the three (3) academic semesters (i.e., Fall, Spring, Summer). Duration (beginning and ending dates) of the Internship will be established by the Agency-Site Supervisor, the Student Intern, and the Academic Supervisor prior to the beginning of the experience.
3. Student employment other than through the Internship Agency-Site, or enrollment in a course other than Internship must have prior approval from the Academic Coordinator and the Agency-Site Supervisor. It is the student’s responsibility to inform the Agency-Site and Academic-Unit, before a contract is signed.
4. The Academic-Unit permits reimbursement for the internship experience. The rate of pay (if any) is decided by mutual agreement between the Student Intern and the Agency-Site.
5. Supervision and assistance must be provided for the student by a “full-time, on-site, agency supervisor currently certified at the professional level by NCTRC” (NCTRC, 1999, p. 19).
6. The internship must be regarded as an educational experience first and a work experience second, and supervisors are reminded that student interns are relatively inexperienced when assigning duties and responsibilities.
7. The Agency-Site Supervisor will make an evaluation of the student at midterm and the conclusion of the internship experience. The internship students will provide appropriate forms for the evaluation.
8. The student will file Weekly Summary Reports (p. 31) on the internship experience, describing the week's activities as concisely as possible. Copies of the reports must be filed with the Agency-Site Supervisor and (1) copy sent to the Academic Supervisor.

9. Bi-weekly Assignments (p. 33) describing the overall operations of the Agency-Site will be filed during the term and (1) copy sent to the Academic Supervisor.

10. The basic duties and responsibility of the internship should parallel as close as possible those of a Certified Therapeutic Recreation Specialist (CTRS) and provide as broad an experience as possible. This involves participation and/or observation of all facets of the Agency-Site's operation including: *individual served comprehension, assessment, programming / treatment intervention, implementing intervention, documentation, evaluation, professional advancement, public relations, and management principles* (please, refer to Bi-Weekly Assignments; pg. 33-39).

11. Because of difficulty in exposing the student to all Agency-Site's operations during the regular workweek, it is recommended that the student and Agency-Site "look into the future" (please see Bi-Weekly Assignments; p.33-39) so that knowledge can be obtained during the 12-week duration. Embellishing previously developed assignments from courses completed at the academic-unit, creating an *portfolio*, are encouraged. If needed, students should be prepared to work additional hours per week over and above their regular work week so that they may earn potential pay, contribute to the Agency-Site's success, and learn the entire operation of the Agency-Site.

12. The Academic Supervisor will facilitate communication between the Agency-Site, the Student Intern, and the Academic-Unit through:

- Internet or Telephone Contacts (It is recommended that student, Agency-Site and Academic-Unit converse whenever necessary)
- Assignments ("Weekly Summary Reports"; p. 31)
- Required supervisory meetings (at least one (1) scheduled meeting per week between Agency-Site Supervisor and Student Intern)
- Site visitation by the Academic Supervisor to Student Interns at Agency-Sites will occur most of the time. Travel distance and budget constraints may preclude Agency-Site visitation. If visitation is unobtainable, telephone contact(s) will be obtained.

13. Both student intern and Agency-Site Supervisor are urged to contact the Academic-Unit immediately should problems, questions or dissatisfactions arise during the intern experience.

Basic Guidelines in Selection of an Agency-Site

1. A student may not receive academic credit for Internship at an Agency-Site, which was the principle assignment for a prerequisite course(s) (i.e., Fieldwork), or where extensive work was completed for Independent Study. This policy may be appealed to the Academic-Unit's Chairperson.
2. The Agency-Site must:
 - a. Employ someone who is a "full-time, on-site, currently certified at the professional level as a Certified Therapeutic Recreation Specialist" (NCTRC, 1999, p. 20).
 - b. Be based on the Therapeutic Recreation Process as defined by the "knowledge and skills in the NCTRC Job Analysis Study" (NCTRC, 1999, p. 18).
 - c. Have adequate areas, facilities, and equipment to operate a quality therapeutic

- recreation program.
- d. Have an organized internship program including such areas as: a designated Agency-Site Supervisor, an organized outline of duties and assignments for the student.

Internship Mission

The purpose of the internship is to provide opportunities for the student to put into practice and to observe work experiences, thereby, evaluating those concepts, theories, and techniques which were learned in classroom situations and to gain practical experiences before accepting professional employment.

- ◆ The internship should provide exposure to the following domains. The domains should reflect current NTRS and ATRA standards of practice and certification based knowledge and skill areas.
1. **Comprehension of Individuals Served:** Opportunities to understand etiologies, symptoms, and treatments associated with the populations served at the Agency-Site.
 2. **Assessment:** Opportunities to understand the rationale for assessment selection (i.e., reliability, validity, practicality, etc.) and procedures required for selected instruments. Explain how domains are assessed (i.e., cognitive, social, motor, emotional, leisure background, etc.).
 3. **Program / Treatment Planning:** Opportunities to plan (using outcome oriented goals & behavioral objectives), develop, and promote a variety of recreation activities and programs; gain insight into the many details and facets involved in planning (i.e., normalization principles, inclusion, advocacy, etc.).
 4. **Implementing Intervention:** Opportunities to lead sessions, using various leadership styles / techniques and equipment appropriate for given conditions.
 5. **Documentation and Evaluation:** Opportunities to understand the importance of accountability and be exposed to all documentation required by regulating agencies (i.e., third-party reimbursement, JCAHO, CARF, HCFA, Community Based Regulators, etc.). Methods of documenting & interpreting progress, discharge, and transition plans.
 6. **Professional Advancement and Public Relations:** Opportunities to promote the therapeutic recreation program and agency- site (e.g., press releases, fliers, brochures, attendance at civic and professional group meetings, collaboration, etc.).
 7. **Management:** Opportunities to observe and become involved in the business affairs of the Agency-Site. Such experiences include operations and procedures, budgeting and financial planning, bookkeeping and accounting services, and computer operations when available. Opportunities to observe personnel administration related areas such as employment and promotional practices, staff conferences, and meetings are encouraged. Awareness of “Quality Improvement” components (i.e., utilization review, monitoring, outcome indicators, risk management, infection control, etc.).
 8. **Additional Information:** Opportunities to acquire skills, developing the student intern into the most efficient, effective, and successful therapist possible.

Section Two: Internship Process

- **Responsibilities**
- **Internship Experience Checklists**
 - Pre-Internship Process**
 - Internship Process**
- **Description of Specific Tasks**

Responsibilities

The Internship is an educational process, which occurs in an off-campus setting and requires continued interaction between the student, the Agency-Site, and the Academic-Unit. The Internship is an activity in which the *student accepts a large share of the responsibility for learning*. The Agency-Site involves the student as a functional member of its Agency-Site system and works with the student and the Academic-Unit to provide a worthwhile professional learning experience. Likewise, the Academic-Unit is responsible for coordinating the Internship as an integral part of the student's total program of professional preparation.

Academic-Unit Responsibilities

- Professional liability insurance is provided for the Students by the Academic-Unit. Coverage provides \$1,000,000 coverage per occurrence.
- The Academic-Unit will designate an Academic Coordinator.

The responsibilities of the Academic Coordinator are:

1. Prepare students for an internship interview/acceptance with an Agency-Site (e.g., cover letter, resume, agreements, etc.).
 2. If requested, confer with the Agency-Site in regard to potential Student Interns and provide pertinent Internship information to the Agency-Site.
 3. Counsel and aid the Student in selecting an Agency-Site for assignment.
 4. Assign students that have completed the majority of required therapeutic recreation and general recreation coursework prior to engaging in the internship.
 5. Notify each student that he / she must conform to the standards and practices established by the said Academic-Unit while training in the Internship Agency-Site.
 6. Inform the student about necessary insurance coverage for their internship experience.
- The Academic-Unit will designate an Academic Supervisor.

The responsibilities of the Academic Supervisor are:

1. Represent the Academic-Unit in all official arrangements with the organization and serve as liaison with the Agency-Site.
2. Advise the Student Intern throughout the internship.
3. Visit and/or contact (e.g., Internet, phone, etc.) the Student Intern and Agency-Site Supervisor relative to the progress of the Student's intern experience.

4. Process the Student's Intern experience by assessing midterm and final evaluation forms (pg. 40-44) with the Agency-Site Supervisor.
5. Evaluate the Student Intern's completion of assigned responsibilities.
6. Submit final grade to the Records Office. Final grades (e.g., Credit / No Credit) will be based on:
 - a. Agency-Site Supervisor's evaluation
 - b. Completion and Quality of Internship Goals, Weekly Summary Reports, and Bi-Weekly Assignments.
 - c. Any observations made by the Academic Supervisor.

Agency-Site Relationships and Responsibilities

A. To the Academic-Unit

1. The organization should possess a strong desire to undertake the Internship program with the objective in mind of improving the leisure services profession through quality training of future professionals.
2. Provide a qualified staff professional to serve as liaison with the Academic Supervisor.
3. Complete an “Agency-Site Application – Agreement for Student Intern in Therapeutic Recreation” and submit to the Academic Coordinator (p.25).
4. If needed, collaborate with Academic Coordinator in selecting appropriate Student Intern for Agency-Site.
5. The organization may agree to provide the Student with such financial arrangements as a stipend, regular salary, tuition, housing, per diem, and/or travel consistent with the organization's and Academic-Unit's policies.
6. Finalize and complete the “Agreement for Internship in Therapeutic Recreation” for each Student Intern and return it to the Academic Coordinator (p. 28).
7. Educate the Student Intern to policies & procedures that apply to the Agency-Site, including though not limited to: remuneration, attending academic courses during placement, employment during placement, absence & sick leave, smoking, dress code / uniforms, use of vehicles, certification expectations, confidentiality, professional ethics, meal breaks, accident / incident reports, staff training & development, name tags / ID's, off-grounds activities, facilities usage, isolation areas, infection control, equipment use & storage, safety precautions, customer & staff relationships, etc..
8. Provide professional experiences for the Student Intern consistent with Academic-Unit's expectations (please see Internship Mission, pg. 9 & Internship Bi-Weekly Assignments, pg. 33-39).
9. Complete and return all forms, including midterm and final evaluations of the Student Intern to the Academic Supervisor.

B. To the Student Intern

1. Provide a qualified Certified Therapeutic Recreation Specialist (CTRS) to serve as Agency-Site Supervisor for each Student Intern. The CTRS must be Certified for (1) year prior to accepting Student Intern.
2. Discuss what is expected of the student intern early (prior to start or during the first week preferably) into the internship and prior to any unique experience (i.e., assignments, responsibilities, schedules, etc.,).
3. All Students shall assume the responsibility for his or her own health care. In the event that a Student becomes ill or suffers injury in the course of their activities, Agency-Site agrees to provide the necessary emergency medical care, but Agency-Site does not assume any financial liability for such care.
4. Conduct and supervise the experiential program for the duration of the Internship experience as documented in the "Agreement for Internship in Therapeutic Recreation" (p. 28).
5. Provide the Student Intern with the opportunity to experience different responsibilities in order to acquire and practice skills pertinent to the provision of therapeutic recreation.
6. Counsel, answer questions, and discuss methods and operations with the Student Intern at least once per week.
7. Assist the Student Intern in selecting, planning, and conducting Bi-Weekly Assignments (as identified in the Academic-Unit's Internship Manual).
8. Provide opportunities for the Student Intern to attend staff, policy board, and/or community meetings or workshops.
9. Advise the Academic Supervisor immediately (collect phone call) of any unresolved difficulties.
10. Complete the "Student Intern Performance Evaluation" (p.40-46) forms at midterm and at end of program; discuss evaluation(s) with Student Intern and mail evaluations to the Academic Supervisor. Discuss evaluations with the Student Intern.
11. Provide the ultimate responsibility for Agency-Site client care.

Student Intern Responsibilities

- A student planning to take Internship must have at least a () GPA.
1. Complete the Internship Registration form.
 2. Develop resume and letter of application (representing a writing sample). Meet with the Academic

Coordinator and discuss limitations and strengths of application resume.

3. Check Agency-Site list, additional agency placements, and other student comments on internship agencies. This information is on file in the Academic-Unit.
4. Contact Agency-Site(s). Write to at least three (3) Agency-Sites. Be sure to include a letter of application, a resume and an “Agency-Site Application for Student Intern in Therapeutic Recreation” (p.25) to desired Agency-Site(s).
5. Confirm with Academic Coordinator that an “Agency-Site Application for Student Intern in Therapeutic Recreation” has been completed and approved for desired Agency-Site.
6. If student does not hear from the Agency-Site within three weeks contact the Agency-Site and try to arrange an interview.
7. When going for the interview, take personal data sheets, prepare possible questions, be aware of the Agency-Site goals for internship, and be knowledgeable about the community resources.
8. After interviews, inform Academic Coordinator of possible internship placement.
9. Complete an “Agreement for Internship in Therapeutic Recreation” (p. 28).
10. If placement has been confirmed, file “Agreement for Internship in Therapeutic Recreation”.
11. Obtain a copy of the Agency-Site Internship Supervisor’s CTRS certification.
12. Complete necessary physical exams required by the Agency-Site, as well as pertaining costs associated.
13. Secure housing arrangements. Inquire with the Agency-Site about assistance.
14. Enroll in appropriate course (*Internship*) at the Academic-Unit and pay the proper fees.
15. Complete Internship Checklist(s) (p.16).
16. Maintain professional attitude and appearance during the internship or related meetings (discussed with Academic Supervisor and Agency-Site Supervisor).
17. Follow the policies and duties outlined by the Agency-Site and Academic-Unit, meeting all schedule commitments and arrangements made in connection with training assignments.
18. Forward Weekly Reports, every week (p. 31).
19. Forward Bi-Weekly Assignments, every two weeks (p. 33-39).

Internship Checklists

Pre-Internship

- ___ Obtained and thoroughly reviewed certification agent's *Standards Manual*.
- ___ Fulfilled certification agent's academic coursework requirements (NCTRC, 1999; p. 11).
- ___ It is understood that one must minimally have a () GPA in order to enroll for internship.
- ___ Obtained and thoroughly reviewed Internship Manual.
- ___ Attended meeting and / or met with Academic Coordinator prior to internship.
- ___ Completed Pre-Internship class.
- ___ Completed "Academic-Unit Internship Registration Form" (p.23).
- ___ Prepared resume and cover letter.
- ___ Submitted "Internship Goals" (pg. 20) to Academic Coordinator.
- ___ Identified possible Agency-Sites.
- ___ Submitted an "Agency-Site Application for Student Intern in Therapeutic Recreation" (p.25) to desired Agency-Site(s).
- ___ Confirmed with Academic Supervisor that an "Agency-Site Application for Student Intern in Therapeutic Recreation" had been *completed and approved* for desired Agency-Site(s).
- ___ Established initial contact with potential Agency-Site Internship(s).
- ___ Reviewed potential Agency-Site information.
- ___ Interviewed with Agency-Site(s).
- ___ Discussed Agency-Site selection with Academic Coordinator.
- ___ Selected Agency-Site.
- ___ Confirmed Internship experience with Agency-Site.
- ___ Completed "Agreement for Internship in Therapeutic Recreation" (pg. 28).
- ___ Confirmed that an "Internship Manual" has been made available to the Agency-Site Supervisor.
- ___ Contacted potential Agency-Sites not selected and informed them of your decision.

___ Completed Internship Agency-Site Pre-Internship requirements (if applicable; i.e., health screening, immunizations, certifications, license, special skills, liability insurance, etc.).

___ Obtained pre-arrival information from Agency-Site (if necessary):

• Employee Handbook	• Dress Code Requirements	• Lodging
• Literature Review	• Remuneration Plan	• Arrival Procedures
• Medical Care Provisions	• Field Placement Job Description	• Parking Permits
• Community Information	• Maps and Floor Plans	• Others

___ Enrolled for Internship. In order to receive credit for the experience, one must be enrolled with the Academic-Unit during the semester or term one is completing their internship.

___ It is understood that one may not accept employment outside the Agency-Site unless approved by the Academic-Unit and the Agency-Site --- in writing.

Internship Experience

___ Establish supervisory meeting schedule for the entire Internship experience

___ Obtain Arrival and Orientation information (if applicable):

• ID Badge	• Keys	• Schedules (e.g., training, programming, meetings, etc.)
• Meal Tickets	• Time Sheets	• Floor Plans (indoor & outdoor areas)
• Facility Tour	• Staff Profiles	• Storage Areas, Supplies, Equipment Inventory
• Community Tour	• Locker	• Policy / Procedure Manual
• Activity Calendars	• Terminology	• Emergency Procedures
• Readings	• Others	
• Forms / Documentation (e.g., POs, requisitions, accident / incident, assessments, progress notes, etc.)		
• Resource Orientation (i.e., work area, phone service, directories, libraries, files, etc.)		

___ Review the contents of " Bi-Weekly" and associated assignments with Agency-Site Supervisor.

___ Review the contents of the "Student Intern Performance Evaluation - Midterm" the "Student Intern Performance Evaluation - Final", "Student Intern Evaluation of Internship - Midterm" and "Student Intern Evaluation of Internship - Final", with Agency-Site Supervisor.

___ If applicable, complete Internship Agency-Site requirements (i.e., liability insurance, CPR certification, immunizations, etc.).

___ Carry out assigned duties.

___ Send "Weekly Summary Reports" to Academic Supervisor.

___ Send "Bi-Weekly Assignments" to Academic Supervisor.

___ Agency-Site Supervisor completes "Student Intern Performance Evaluation - Midterm".

___ Student Intern completes "Student Intern Evaluation of the Internship Experience Midterm".

___ Discuss "Student Intern Performance Evaluation - Midterm" and "Student Intern Evaluation of Internship Experience Midterm" with Agency-Site Supervisor.

___ Confirm that the Agency-Site has submitted the "Student Intern Performance Evaluation - Midterm" and "Student Intern Evaluation of Internship Experience - Midterm" to Academic Supervisor.

___ Student Intern completes "Student Intern Evaluation of the Internship Experience - Final".

___ Agency-Site Supervisor completes "Student Intern Performance Evaluation - Final"

___ Discuss "Student Intern Performance Evaluation - Final" and "Student Intern Evaluation of Internship Experience - Final" with Agency-Site Supervisor.

- ___ Submit "Student Intern Performance Evaluation - Final" and "Student Intern Evaluation of Internship Experience - Final" to Academic Supervisor.
- ___ Complete exit interview and submit to Academic-Unit.
- ___ Receive grade for Internship.

Descriptions of Specific Tasks

The Student Intern is expected to carry out the tasks described here prior to beginning and during the internship experience.

Internship Goals

Establish in detail what you desire to obtain from your internship experience. After reflecting on your academic preparation and consultation with your Academic Advisor or the Academic Coordinator identify as specifically as possible what you wish to achieve, obtain, or acquire during your internship experience. Submit your "Internship Goals" to the Academic Coordinator prior to contacting potential Agency-Sites (p.24). You can expect to share these goals with potential Agency-Site Supervisors during the interview process.

Agreement for Internship in Therapeutic Recreation

After you have selected an Agency-Site, finalize the relationship with the Agency-Site with the "Agreement for Internship in Therapeutic Recreation".

Weekly Internship Schedule

In conjunction with your Agency-Site Supervisor, develop a general description for each week of your internship experience. Elements which might be included in this schedule include but are not limited to: your personal internship goals, Agency-Site activities and responsibilities, proposed deadlines, etc..

Weekly Summary Report

Summarize your activities at the end of each week (typically Friday). Include a summary of your tasks during the week and identify the approximate number of hours committed at the Agency-Site (your hours should total 40 hours). Directly after completing this summary send it to Academic-Unit.

Provide a copy of the report to the Agency-Site Supervisor.

Internship Experience Bi-Weekly Assignments

The basic structure of the internship is outlined in the "Internship Bi-weekly Assignments"(p. 33). Each assignment identifies which *Knowledge and Skill Area Topic(s)* it attempts to cover. The assignments have expected outcomes presented in the "Learning Objective" column. The "Suggested Learning Activities" column includes descriptions of how each learning objective might be accomplished. The last column "Assignments" describes the written project, which will document the accomplishment of each learning experience.

Student Intern Performance Evaluation - Midterm/Final

The Student Intern Evaluations - Midterm/Final are to be reviewed by the Student Intern and the Agency-Site Supervisor during the first week of the internship. The Agency-Site Supervisor may *supplement* the Academic-Unit's evaluations with additional evaluation(s). Results of these evaluations are to be forwarded to the Academic Supervisor in a timely fashion. The Academic Supervisor will contact the Student Intern and Agency-Site Supervisors to discuss these evaluations if warranted.

Student Intern Evaluation of Internship Experience Midterm/Final

The Student Intern is expected to provide formal feedback to the Agency-Site Supervisor and the Academic Supervisor at Midterm and Final evaluation periods. If the Student Intern prefers to use another method of formal written feedback this is acceptable to the Academic-Unit. These written evaluations are to be discussed with the Agency-Site Supervisor.

Section Three: Internship Forms

- **Academic-Unit Internship Registration**
 - **Agency-Site Application for Student Intern in Recreational Therapy**
 - **Agreement for Internship in Therapeutic Recreation**
-
- Student Interns are responsible for having the following forms in this section completed and submitted to the Academic Supervisor for processing.
 - An internship will not occur unless all forms are completed and approved.

Academic-Unit Internship Registration

- The Academic-Unit Internship Registration form remains with the Academic Coordinator.
- Please complete and submit to the Academic Coordinator (1 - minimally) semester prior to anticipated internship commencement. Please note and allot appropriate time for your advisor's required information on the registration.

ACADEMIC-UNIT INTERNSHIP REGISTRATION - THERAPEUTIC RECREATION

Name of Student _____ S.S.# _____

School Address _____ School Telephone(____)

Name of Parent or Guardian _____

Home Address _____

Home Telephone (____)

<ul style="list-style-type: none">• Cumulative GPA• Accumulated Credit Hours: _____• Semester planning to take Internship• Completed required professional and cognate courses: yes / no• Completed Prerequisite Course(s) (i.e., fieldwork, pre-internship, etc.) yes / no Date _____ Agency-Site _____ <p>Advisor's Signature: _____ Date: _____</p>
--

Internship Goals:

1. _____

2. _____

Past Experiences in Therapeutic Recreation:

1. _____

2. _____

Preferred Locations or "Settings" for Internship (please list from most desired (1.) to lesser-desired (2.):

1. _____

2. _____

Date of Registration: _____ Signature of Academic Coordinator: _____

Agency-Site Application for Student Intern in Therapeutic Recreation

- A student must obtain approval from the Agency-Site where they wish to do their internship.
- In order to do an internship at a pre-approved Agency-Site, each student must selectively choose an Agency-Site(s) they wish to work for and submit an “Agency-Site Application for Student Intern in Therapeutic Recreation” to each.
- Agency-Sites will receive an “Agency-Site Application for Student Intern in Therapeutic Recreation” from *each* student applying to their Agency-Site though the Agency-Site may not be required to complete the *entire* application for each student. Agency-Sites will have three application options (original application, continued practice application and change of practice application) to respond with - as discussed below.
- If an “Agency-Site Application for Student Intern in Therapeutic Recreation” (p. 26) does not exist for desired Agency-Site, the Agency-Site must submit an application, providing information for all domains / questions listed on the application.
- If an “Agency-Site Application for Student Intern in Therapeutic Recreation” (p. 26) exists for desired Agency-Site, the Agency-Site must re-submit an application for each student desiring to do an internship though following the (2) options listed below.
 - The Agency-Site may:
 - (1) check “continued practice” on top of the application, recognizing that the original application information is current and therefore no additional information is required from the Agency-Site or
 - (2) check “change of practice” on top of the application, recognizing that the original application is no longer valid thus correcting inaccurate domain(s) exhibited on the original application and resubmitting to the Academic-Unit.
- The rationales for having Agency-Sites submit applications for each student are that standards of practice, staff leadership, Agency-Site goals, etc. fluctuate frequently and such a practice ensures that a student obtains the most appropriate training possible.
- This form should be presented and approved by the Academic Coordinator (6 - 8) weeks prior to anticipated internship commencement.
- The Academic Coordinator will convey if an Agency-Site is appropriate for given student.
- It is highly recommended that the student intern photocopy this page and send it to *each* Agency-Site they submit an “Agency-Site Application for Student Intern in Therapeutic Recreation”.

AGENCY-SITE APPLICATION FOR STUDENT INTERN IN THERAPEUTIC RECREATION

For Agency-Site Supervisor - please, check one of the following:

- Original:** *No other application exists at Academic-Unit*
- Continued Practice:** *An application exists at Academic-Unit and no changes in practice exist from original*
- Change In Practice:** *An application exists at Academic-Unit though changes in practice exist for the domain(s) identified below - please, make correction(s) to change(s) only and resubmit to Academic-Unit*

Agency-Site _____

Address _____

City _____ State _____ Zip Code _____

Agency-Site Supervisor _____

CTRS Certification Number _____ Expiration Date: _____

Date when initially Certified _____

Number of full-time CTRS(s) at Agency-Site: _____

Phone _____ Fax _____

*The above named Agency-Site agrees to accept students for internships from Academic-Unit. The Agency-Site recognizes that the Academic-Unit's goal is to assign students according to their interests and abilities; therefore this is only an application. If such a *relationship* is perceived, the Academic-Unit will be in contact soon thereafter.

- Please indicate in the spaces provided how the student will be exposed to the following domains while attending your Agency-Site (*please attach additional information, if space provided is not sufficient*).
 1. **Individuals Served Comprehension:** Opportunities to understand etiologies, symptoms, and treatments associated with the populations served at the Agency-Site.

 2. **Assessment:** Opportunities to understand the rationale for assessment selection (i.e., reliability, validity, practicality, etc.) and procedures required for selected instruments. Explain how domains are assessed (i.e., cognitive, social, motor, emotional, leisure background, etc.).

 3. **Program / Treatment Planning:** Opportunities to plan (using outcome oriented goals & behavioral objectives), develop, and promote a variety of recreation activities and programs; gain insight into the many details and facets involved in planning (i.e., normalization principles, inclusion, advocacy, etc.).

 4. **Implementing Intervention:** Opportunities to lead sessions, using various leadership styles / techniques and equipment appropriate for given conditions.

5. **Documentation and Evaluation:** Opportunities to understand the importance of accountability and be exposed to all documentation required by regulating agencies (i.e., third-party reimbursement, JCAHO, CARF, HCFA, Community Based Regulators, etc.). Methods of documenting & interpreting progress, discharge, and transition plans.

6. **Professional Advancement and Public Relations:** Opportunities to promote the therapeutic recreation program and agency- site (e.g., press releases, fliers, brochures, attendance at civic and professional group meetings, collaboration, etc.).

7. **Management:** Opportunities to observe and become involved in the business affairs of the Agency-Site. Such experiences include operations and procedures, budgeting and financial planning, bookkeeping and accounting services, and computer operations when available. Opportunities to observe personnel administration related areas such as employment and promotional practices, staff conferences, and meetings are encouraged. Awareness of “Quality Improvement” components (i.e., utilization review, monitoring, outcome indicators, risk management, infection control, etc.).

8. **Additional Information:** Opportunities to acquire skills, developing the student intern into the most efficient, effective, and successful therapist possible.

**Additionally, please submit the following to the Academic-Unit Internship Coordinator prior to final approval of the Agency-Site being accepted as an internship Agency-Site:

- Remuneration offered by the Agency-Site (if any; i.e., salary, housing, etc.).
- A description of the mission and goals of the Agency-Site, present services offered, as well as those being developed.
- Resume(s) of Agency-Site Internship Supervisor(s)

We (Academic-Unit) appreciate your cooperation and support. Again, our goal is to assign students according to their interests and abilities. If such a *relationship* is perceived, we will be contacting you very soon with additional information. If you have any questions, please do not hesitate to call: _____. Please submit this application to (Academic-Unit):

Date Submitted _____	Approved: yes / no
Signature of Academic Coordinator _____	Date _____

Agreement for Internship in Therapeutic Recreation

- It should be noted that the Academic Coordinator requires an agreement between the Academic-Unit, the Student Intern, and the Agency-Site. There only needs to be (1) approved agreement between the Agency-Site and the Academic-Unit; therefore, **the following agreement may or may not be used**. An Agency-Site's agreement is acceptable – as long as the Academic-Unit's legal council approves.
- The chosen agreement (enclosed on the following pages) or Agency-Site's agreement should be presented and approved by the Academic Coordinator, the Academic-Unit Department Chair, and the Agency-Site Supervisor (4) weeks prior to anticipated internship commencement. Legal Councils for both the Academic-Unit and the Agency-Site are typically involved therefore allot needed time.

AGREEMENT FOR INTERNSHIP IN THERAPEUTIC RECREATION

This agreement is made and entered by and between _____ (“Academic-Unit”) and _____ (“Agency-Site”) on this date _____ (month/ date/ year).

It is agreed by the aforesaid parties to be of mutual interest and advantage that therapeutic recreation students (“Students”) from the Department at Academic-Unit be provided the opportunity to receive an internship in therapeutic recreation under a current Certified Therapeutic Recreation Specialist (CTRS).

The aforesaid further agrees that:

1. Term of Agreement:

Student _____ agrees to complete an internship experience for a minimum of (14) consecutive 40 hour weeks at the above mentioned Agency-Site, totaling a minimum of 560 hours. The internship will commence on _____ and conclude _____.

2. Obligations and Responsibilities of Academic-Unit:

- a. Provide faculty or staff members to coordinate responsibility for instruction and supervision of the student's internship experience.
- b. Provide Agency-Site and student intern an accessible faculty member for questions and concerns that might arise during the internship (e.g., project selection, etc.).
- c. Assign students that have completed the majority of required therapeutic recreation and general recreation coursework prior to engaging in the internship.
- d. Notify each student that he or she must conform to the standards and practices established by the said Academic-Unit while training in the Internship Agency-Site
- e. Prepare students for an internship interview/acceptance with an Agency-Site (e.g., cover letter, resume, agreements, etc.).
- f. Observe, supervise (indirectly), and counsel students, and confer with the Agency-Site Supervisor if any concerns arise during the internship.
- g. Arrange on-site and / or telephone conference with Agency-Site Supervisor and student.
- h. Inform the student about necessary insurance coverage for their internship experience.
- i. Professional liability insurance is provided for the Students by the Academic-Unit. Coverage provides \$1,000,000 coverage per occurrence. Written evidence of such coverage is recommended prior to Student beginning their internship (i.e., proof of certificate of insurance).

3. Obligations and Responsibilities of Student:

- a. Complete necessary physical exams required by the Agency-Site, as well pertaining costs associated.
- b. Adhere to all policies, regulations and assignments outlined by the Academic-Unit and the Agency-Site providing the internship experience.
- c. Complete all Academic-Unit assignments on designated dates.
- d. Complete evaluation forms and submit to Academic Supervisor on designated dates.
- e. If the Agency-Site requires additional insurance beyond provisions by the Agency-Site or Academic-Unit, it is the responsibility of the Student in obtaining required coverage.

4. Obligations and Responsibilities of Agency-Site:

- a. The Agency-Site shall cause a Certificate of Insurance to be issued showing the following required coverage in no less than the minimum coverage limits listed below. The insurance companies providing coverage must have a current A.M. Best rating of B++; VII or better and be duly authorized by the Department of Insurance of the State to do business in the State. The Agency-Site must agree to maintain such insurance for the duration of the agreement or the term for which services will be rendered,
 - A. Worker’s Compensation (including Occupational Disease) – Statutory Limits (State)
Employer’s Liability (Part B) - \$500,000 per occurrence
 - B. Commercial General Liability (including Products & Completed Operations)
Combined Single Limit - \$1,000,000 per occurrence OR Bodily Injury - \$1,000,000 per occurrence
and Physical Damage - \$1,000,000 per occurrence

* If any Student Intern will be driving any Agency-Site vehicle, evidence of the following coverage must also be provided:

C. Commercial Automobile Liability

Combined Single Limit - \$1,000,000 per occurrence OR Bodily Injury - \$1,000,000 per occurrence and Physical Damage - \$1,000,000 per occurrence

- b. Provide, if it wishes, the affiliating Student with remuneration (e.g., salary, housing, etc.).
- c. Share in the responsibility in the education, evaluation, guidance and supervision of Students in the program through the assistance of its employees and the faculty of Academic-Unit, in accordance with the Academic-Unit's Internship Manual for Therapeutic Recreation Students.
- d. Provide the ultimate responsibility for Agency-Site client care.
- e. Notify each student that he or she is responsible for following the administrative policies, standards, regulations and practice of the Internship Agency-Site, including reporting to it on time, and providing the necessary and appropriate dress required during the regularly scheduled operating hours.
- f. Provide a supervised program of applied experience.
- g. Designate and submit in writing to the Academic-Unit, for its approval, the name and professional and academic credentials of a person to be responsible for the internship and who shall hold the title of internship supervisor. Notice of any proposed change of the internship supervisor shall be given in writing to the Academic-Unit.
- h. Improve the overall educational program of the Academic-Unit by providing opportunities for learning experiences that will progress the Student to advanced levels of performance.

5. General Conditions:

- a. Regulations determined by Agency-Site shall be applicable to Students while they participate in the internship. Upon written notice to the appropriate Academic-Unit administrator, Agency-Site may request Academic-Unit to withdraw from the Agency-Site any Student whose appearance, conduct, or work with Agency-Site clients or personnel is not in accordance with Agency-Site policies or other acceptable standards of performance and such request shall be granted by Academic-Unit. Final action of Student withdrawal from Academic-Unit program is the responsibility of the Academic-Unit.
- b. Academic-Unit at any time may withdraw a student whose progress, work, or conduct does not meet Academic-Unit standards.
- c. During all stages of the implementation and operation of said internship, including the selection of qualified applicants, the assignment of projects, the allocation of available housing and any disciplinary action required, there shall be no discrimination on the basis of race, religion, creed, gender, national origin, disability.
- d. This agreement shall be governed under the laws of the State of Illinois.
- e. Agency-Site shall indemnify and hold harmless Academic-Unit, its agents and employees from and against any and all claims, demands or causes of action for injury or death to persons or damage to property (including all costs and reasonable attorneys fees incurred in defending any claim, demand or cause of action) arising out of or resulting from the acts or omissions of Agency-Site, its agents or employees in the performance of their obligations hereunder. These obligations shall survive termination of this agreement.
- f. This agreement constitutes the entire agreement between the parties and supersedes all other agreements, whether oral or written, with respect to the subject matter hereof. This agreement may not be altered, amended, or modified except in writing signed by both parties.

Approved By: (Academic-Unit)

Approved For: (Agency-Site)

Chair, Academic-Unit's Department

Date: _____

(Academic Coordinator Signature)

Name /

Title

Date: _____

(Agency-Site Supervisor Signature)

Name /

Title:

Date: _____

(Student Signature)

Name: _____

Date: _____

Section Four: Weekly Summary Report Forms

- **Weekly Summary Report Forms (Sample)**

- The student intern is expected to provide a summary of experiences to the Academic Supervisor each week. The Agency-Site Supervisor is also to review a copy of this (Sample) report.

Weekly Summary Report

NAME _____ Date _____ Discussion of week number _____

1. Describe briefly but completely the programs / activities / responsibilities to which you were assigned during the past week. Include any extra assignments such as staff meetings, committee meetings, other work assignments, etc.

2. Describe your reactions /observations to the experiences you encountered. What did you learn from them? Do not criticize or evaluate the experiences, just your reactions to them.

3. Re-assess internship goals and list any new and/or revised goals below

4. Categorize the hours that you worked based upon tasks, projects or job functions.

Section Five

Bi-Weekly Assignments

- **Organizational Orientation**
 - **Policies / Procedures and Professional Practice**
 - **Programming**
 - **Resource Management**
 - **Evaluation Process**
-
- The Student Intern is responsible for accomplishing the assignments presented in each report. The Agency-Site Supervisor is expected to provide opportunities for the student to gather information needed to satisfy the requirements of each report. If there are questions regarding contents of the Bi-Weekly Assignments, please contact the Academic Supervisor.
 - The Internet is a recommended delivery system for any or all of the assignments completed.

Internship Bi-Weekly Assignments

- The Internship Bi-Weekly Assignments provide an outline of the basic content of the Internship experience, which the Academic-Unit expects each Intern to complete. The Bi-weekly assignments are based on numerous sources (i.e., job analysis studies, delegates at conferences); therefore, completing the assignments are intended to foster future, competent TR specialists. The Bi-Weekly Assignments are composed of four (4) components:
 1. Each assignment is prefaced by *Knowledge and Skill Area Topic(s)*.
 2. Each assignment has associated outcomes listed in the "**Learning Objective**" column.
 3. The "**Suggested Learning Activities**" column provides examples of how each objective might be accomplished.
 4. The last column "**Assignments**" describes the written product, which will document the accomplishment of the learning objective. Because of the variety of Internship Agency-Sites, modification(s) of these activities is (are) expected. Such modification(s) should be completed after consideration of the relationship of each objective to the student intern's work activities.
 - Each Student Intern's experience is unique, therefore, the "Learning Objectives" and associated "Assignments" may need to be modified. Such modifications are to be made with approval of the Agency-Site Supervisor and Academic Supervisor.
- ** The following assignments may have “biweekly-due-dates” earlier / later than when the “assignment topic” is discussed / learned at the Agency-Site (e.g., assessment information). It is the Academic-Unit’s intention to provide the student enough time to complete the assignment(s) as opposed to identifying when topics should be discussed / learned; therefore, it is the student’s responsibility to know what is expected of them throughout the internship and not just what is expected of them for the ensuing bi-weekly assignments (i.e. be familiar with ALL bi-weekly assignments prior to starting the internship).
- ◆ Exposure to all of the *Knowledge and Skill Area Topics* should occur once the internship and the academic lessons are *collaboratively* completed. Embellishing previously developed assignments from courses completed at the academic-unit, creating a *Portfolio*, are encouraged.
 - ◆ *Please note that it may be impossible to complete all of the following assignments during the internship experience; therefore, selecting appropriate assignments will warrant communication between the student, Agency-Site Supervisor, and Academic*

Supervisor.

Bi-Weekly One: Organizational Orientation

Goal: Demonstrate knowledge of the structure and function of the internship Agency-Site

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Service Delivery / Facilitation Techniques	1. Acquire knowledge of the setting (i.e., acute inpatient, public school), interventions (e.g., horticulture, aquatics, etc.), and facilitation techniques (e.g., B-mod, sensory stimulation, remotivation, etc.), and service delivery system(s) used by the Internship Agency-Site.	1. Discuss interventions, techniques, and service delivery systems with Agency-Site Supervisor. Obtain information from Agency-Site’s resource center and applicable texts.	1. Write a summary, using a bullet format, discussing the setting, interventions, and facilitation techniques associated with the Agency-Site. Which service delivery model(s) is practiced at Agency-Site? Why so?
Populations served	2. Acquire knowledge of the populations served at the Internship Agency-Site	2. Access information from the records office and Agency-Site Supervisor. Review literature concerning individuals served.	2. Write an overview of the populations served at the Agency-Site. Include the etiology, symptoms, diagnosis, prognosis and effective treatment(s) associated with populations served.
Admin.	3. Acquire knowledge of the administrative structure, organization and interrelationships of the disciplines and/or service divisions of the Agency-Site.	3. Discuss with Agency-Site Supervisor the structure and organization of the internship Agency-Site. Secure information on organization services/disciplines and the function of each. Observe each service / discipline offered.	3. Develop an Agency-Site organizational chart. Include responsibilities of the various units of the Agency-Site, basic goals of each unit, services provided by each unit, and interrelationships of the units.

Bi-Weekly Two: Policies / Procedures and Professional Practice

Goal: Demonstrate knowledge of personnel and professional policy practices of the Agency-Site

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Personnel	1. Demonstrate knowledge of personnel policies and operations.	1. Review the Agency-Site’s personnel policy manual. Discuss your review with your Agency-Site Supervisor and human resources staff.	1. Identify various categories found in the policy manual. Indicate process by which policies & procedures are established. Develop a checklist acknowledging policy/procedure coverage. Create (1) P&P for Agency-Site. Revise (1) current P&P for Agency-Site.
Staff Training	2. Acquire knowledge of staff development procedures.	2. Attend in at least one professional in-service or conference. Discuss current trends affecting the Agency-Site’s operation.	2. Identify the current trends and issues affecting the Agency-Site’s services and indicate what changes have been implemented to address these. Write (1) pg. Summary for each session attended – include handouts if provided.
Infection Control	3. Demonstrate knowledge of Infection Control policies and procedures.	3. Review the Agency-Site’s policy/procedure (quality assurance) manuals &/or videos about proper Infection Control procedures. Attend training session for infection control.	3. List or Table Infection Control policy and procedures pertinent to providing treatment in the therapeutic recreation setting(s). Identify how Agency-Site monitors infection control. Develop a “quiz-game” for department’s staff to play.
Terminology	4. Demonstrate a knowledge of using appropriate language (terms) in the therapeutic recreation setting.	4. Review the Agency-Site’s internship manual & charts. Discuss terms / abbreviations with Agency-Site Supervisor and collaborative staff.	4. Develop a List or Table of terms / abbreviations and definitions commonly used at your Agency-Site. Interpret reports from other disciplines.
Regulations	5. Acquire knowledge of mandates and regulations that govern the Agency-Site.	5. Discuss with Agency-Site Supervisor and legal counsel accreditation standards and regulations. Obtain JCAHO, HCFA, CARF, Community Based Regulators, etc. information.	5. Provide a written summary supporting the need for therapeutic recreation as a result of mandatory and regulatory information obtained. Give an inservice on current legislative issues effecting therapeutic recreation.

Bi-Weekly Three: Programming

Goal: Display the ability to plan, organize and implement programs in Therapeutic Recreation

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES		ASSIGNMENTS
Activity Analysis	1. Demonstrate the ability to select and adapt activities / assignments to meet participant or program needs.	1. Review case studies prescribed by Agency-Site supervisor.		1. Describe the considerations you use to select an activity for the Agency-Site's individuals served. Submit Tx plans for (2-3) case studies prescribed by Agency-Site Supervisor (omit participant I.D.).
Assessment Selection	2. Demonstrate an ability to select appropriate assessment devices for individuals served at Agency-Site.	2. Review rationale for assessment(s) selection (i.e., purpose, validity, reliability, practicality, availability) with Agency-Site Supervisor.	2. Submit a summary reflecting currently used assessment(s) attributes (i.e., purpose, validity, reliability, practicality, availability, etc.). Identify (5) assessments that could be used @ Agency-Site; provide rationale, focusing on multi-domains (i.e., cognitive, social, physical, affective, etc.) and emphasizing multi-procedures (i.e., behavioral observation, interview, skill test, etc.).	
Leadership	3. Demonstrate the ability to use various leadership supervision techniques.	3. Conduct individual/group activity sessions independently and as a co-facilitator (videotaping sessions are recommended).		3. Discuss the various leadership techniques you used. Include an evaluation of your ability to use such techniques.
Program Planning	4. Demonstrate the ability to schedule activities/ assignments and prepare program area/equipment for participation.	4. Assess the Agency-Site's activities related to activity planning, emphasizing appropriate interventions.	4. Develop and submit an activity form/plan and include the following: objectives, activity description, participant descriptions, time required, environment required (accessibility), staff required & responsibilities, precautions associated, supplies/equipment used, potential adaptations, variations, & evaluation plan. Assist in planning/conducting (1) special event or community reintegration outing that emphasizes family involvement.	
Promotion	5. To demonstrate the ability to promote leisure services to those outside the profession (i.e. PT, OT, SLP, city directors, community, etc.).	5. Prepare for the publication informational material for at least one program. Secure samples that have previously been used by the Agency-Site (fliers, brochures, calendars, & press releases).		5. Discuss the methods used by the Agency-Site to promote programs and services. Include examples of promotional materials that have been used in the past by the Agency-Site and include (1) (flier, brochure, calendar, & press release) developed by yourself. Implement an inservice that includes the interdisciplinary team.
Assessment	6. To acquire knowledge of participant needs assessment.	6. Review assessment(s) related to leisure needs and interests. Evaluate a group of at least five (5) individuals.		6. Provide a summary of findings related to leisure needs and interests. Discuss the method(s) used to evaluate participant needs. Include items such as: cost, levels of participation, etc..

Bi-Weekly Four: Resource Management

Goal: Demonstrate knowledge of the Agency-Site’s resource management capabilities

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Policies	1. Demonstrate knowledge of the policies for the Agency-Site’s handling of funds.	1. Discuss with Agency-Site Supervisor the following: receipts and vouchers, bids, approval of expenditures, petty cash funds, and establishment of fees and charges.	1. Provide a written summary of the organization’s policies for the handling of funds. Including but not limited to: receipts and vouchers, bids, petty cash funds, approval of expenditures and fees and charges. Documents should be attached in an appendix.
Budget	2. Demonstrate knowledge of budget policies and procedures.	2. Prepare a budget (mock/real) for a program in which you are involved. Present the budget to your Agency-Site Internship Supervisor.	2. Present a budget and a narrative description to the Internship Supervisor.
Reimbursement / Funding	3. Demonstrate the knowledge of how therapeutic recreation is reimbursed.	3. Discuss with the Agency-Site Supervisor and financial administration department within the Agency-Site as to how therapeutic recreation is reimbursed or funded.	3. Provide a written summary as to how the Agency-Site is reimbursed or funded. Include photo copied support obtained from Agency-Site protocols, regulating agency manual, etc..
Marketing	4. Demonstrate the knowledge of how therapeutic recreation attracts individuals served to an Agency-Site.	4. Discuss with Agency-Site Supervisor and financial administration department within the Agency-Site as to how therapeutic recreation is important to the Agency-Site’s marketability (attracting individuals served).	4. Provide a written summary as to how a therapeutic recreation department is used to market individuals served to the Agency-Site.
Resources	5. Demonstrate ability of how to obtain external resources (grants, volunteers, etc.).	5. Discuss previous accomplishments by Agency-Site and why they were successful (e.g., marketing, contracts, etc.). Speak with volunteer coordinator.	5. Provide a photocopy of an accepted grant & write amendments appropriate for grant reapplication. Obtain (1) volunteer for Agency-Site. Develop a manual for volunteers, identifying tasks volunteers could be appreciated for @ Agency-Site.
Requisitions	6. Demonstrate the ability of how to order/requisition supplies, equipment &/or facilities for the therapeutic recreation department.	6. Order (mock/actual) supplies / equipment for a program in which you are involved.	6. Describe the process used to obtain equipment, supplies, &/or facilities for the Agency-Site’s programs. Samples (forms) should be attached in appendix. Complete an equipment / supply inventory checklist.

Bi-Weekly Five: Evaluation Process

Goal: Demonstrate the ability to effectively evaluate personal and Agency-Site outcomes

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Evaluation	1. Demonstrate an ability to evaluate and revise program offerings.	1. Prepare a formative evaluation and a discharge / transition plan for at least two activities during your leadership experience.	1. Select an activity/program for which you have had responsibility and evaluate participant and programming outcomes (e.g., satisfaction survey, etc.). Based upon your findings make recommendations for improvement. Submit (2) completed progress notes and discharge summaries (omit participant's I.D.).
Management	2. Demonstrate an ability to evaluate studies concerning management problems/issues.	2. Review recent studies (trend analysis, statistical analysis, case studies) of vandalism, crime, risk management, accident prevention, health, and safety. Review accrediting agency reports (CARF, JCAHO, etc.) and identify problem areas from reports.	2. Discuss solutions used to deal with the findings concerning management problems/issues. Evaluate the "success" of the solution employed. Develop a performance improvement program for identified problem areas from reports.
Personal Review	3. Demonstrate an ability to evaluate personal performance.	3. Review peer-review performance with Agency-Site Internship Supervisor. Complete final evaluation of Internship.	3. Develop a strengths / weaknesses list based on findings obtained from the Agency-Site Supervisor and self-evaluations. Determine what, if anything, could be done differently to reduce weaknesses. Provide overview of personal growth from experiences.
Admin. / Documents	4. Acquire knowledge of common administrative responsibilities	4. Review the Agency-Site's materials related to common administrative responsibilities relating to written records and reports, staff meetings, volunteerism, staff responsibilities of position and evaluation procedures of staff and service population.	4. Provide a written summary of the Agency-Site's common administrative responsibilities. Evaluate the Agency-Site's documentation procedures.
Accessibility	5. Demonstrate an ability to evaluate facility accessibility.	5. Obtain accessibility checklists from Agency-Site Supervisor, Access Board, texts, etc..	5. Assess (2-4) leisure based sites, identifying how they do/don't comply with standards. Explain implications obtained from results. Which legislation mandates compliance for given standards – how?
Leisure Resources	6. Acquire knowledge of leisure-based resources in given region.	6. Identify current leisure-related opportunities for given region. Contact / utilize recreation departments, tourism office, telephone directory, outreach programs, hospitals, schools, etc. for information.	6. Develop a leisure resources guide for given region. Include information such as: type of program offered, contact person, phone, address, dates of operation, unique features, etc..

Section Six: Evaluation Forms

- **Student Intern Performance Evaluation - Midterm**
- **Student Intern Performance Evaluation - Final**
- **Final Narrative Evaluation of Student Internship**
- **Student Midterm Evaluation of Internship**
- **Student Final Evaluation of Internship**

- Student Intern Evaluation(s) Midterm & Final forms are provided in the following section. The feedback obtained should be instrumental toward sound professional development.
- It is acceptable for the Agency-Site Supervisor to supplement the following evaluation forms.

Student Performance Evaluation - Midterm

- Please have the Agency-Site Supervisor complete this evaluation midway through the internship. Submit this evaluation to the Academic Supervisor once completed.
- This evaluation assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Performance Evaluation Form: Internship in Therapeutic Recreation

Midterm

<ul style="list-style-type: none"> Please evaluate the following performance indicators: (NA= not applicable; 1 = never / poor and 10 = always / excellent) 	
A. Enthusiasm for Experience	NA - 1 2 3 4 5 6 7 8 9 10
B. Asks Appropriate Questions	NA - 1 2 3 4 5 6 7 8 9 10
C. Ability to Listen	NA - 1 2 3 4 5 6 7 8 9 10
D. Ability to Accept Criticism	NA - 1 2 3 4 5 6 7 8 9 10
E. Desires to Seek Knowledge	NA - 1 2 3 4 5 6 7 8 9 10
F. Punctuality & Attendance	NA - 1 2 3 4 5 6 7 8 9 10
G. Initiative	NA - 1 2 3 4 5 6 7 8 9 10
H. Safety Awareness	NA - 1 2 3 4 5 6 7 8 9 10
I. Performance of Duties	NA - 1 2 3 4 5 6 7 8 9 10
J. Expresses Self Accurately, Concisely, and Clearly	NA - 1 2 3 4 5 6 7 8 9 10
K. Utilizes Supportive Personnel	NA - 1 2 3 4 5 6 7 8 9 10
L. Interpersonal Relationships w/ Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
M. Capable of Motivating Others	NA - 1 2 3 4 5 6 7 8 9 10
N. Accepts Assignments Willingly	NA - 1 2 3 4 5 6 7 8 9 10
O. Displays Mature Judgment	NA - 1 2 3 4 5 6 7 8 9 10
P. Appropriately Uses Professional Terms	NA - 1 2 3 4 5 6 7 8 9 10
Q. Confronts Problems Positively and Constructively	NA - 1 2 3 4 5 6 7 8 9 10
R. Displays a Sense of Humor at Appropriate Times	NA - 1 2 3 4 5 6 7 8 9 10
S. Interprets Assessment Appropriately	NA - 1 2 3 4 5 6 7 8 9 10
T. Goal / Objective Writing	NA - 1 2 3 4 5 6 7 8 9 10
U. Appropriate Program Design	NA - 1 2 3 4 5 6 7 8 9 10
V. Ability to Modify (programs, equipment, etc.)	NA - 1 2 3 4 5 6 7 8 9 10
W. Follows Agency-Site Policy/Procedures	NA - 1 2 3 4 5 6 7 8 9 10
X. Leadership Effectiveness	NA - 1 2 3 4 5 6 7 8 9 10
Y. Respects Rights of Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
Z. Practices Infection Control / Body Fluid Precaution	NA - 1 2 3 4 5 6 7 8 9 10

- Please complete the **objective enhancements** and feel free to supplement the above performance indicators on the space provided on the back of this evaluation!

SIGNED: _____
AGENCY-SITE SUPERVISOR

DATE: _____

SIGNED: _____
STUDENT INTERN

DATE: _____

**** Please help the student intern understand how they may be able to improve their performance by completing the following **objective enhancements**. The following **objective enhancements** are recommended for any *performance indicator(s)* that scores below an **(8)** on the facing page of this evaluation.

1. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

2. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

3. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

4. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

5. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

6. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

7. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

Student Performance Evaluation - Final

- Please have the Agency-Site Supervisor complete this evaluation at the end of the internship. Submit this evaluation to the Academic Supervisor once completed.
- This evaluation assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Performance Evaluation Form: Internship in Therapeutic Recreation

Final

<ul style="list-style-type: none"> Please evaluate the following performance indicators: (NA= not applicable; 1 = never / poor and 10 = always / excellent) 	
A. Enthusiasm for Experience	NA - 1 2 3 4 5 6 7 8 9 10
B. Asks Appropriate Questions	NA - 1 2 3 4 5 6 7 8 9 10
C. Ability to Listen	NA - 1 2 3 4 5 6 7 8 9 10
D. Ability to Accept Criticism	NA - 1 2 3 4 5 6 7 8 9 10
E. Desires to Seek Knowledge	NA - 1 2 3 4 5 6 7 8 9 10
F. Punctuality & Attendance	NA - 1 2 3 4 5 6 7 8 9 10
G. Initiative	NA - 1 2 3 4 5 6 7 8 9 10
H. Safety Awareness	NA - 1 2 3 4 5 6 7 8 9 10
I. Performance of Duties	NA - 1 2 3 4 5 6 7 8 9 10
J. Expresses Self Accurately, Concisely, and Clearly	NA - 1 2 3 4 5 6 7 8 9 10
K. Utilizes Supportive Personnel	NA - 1 2 3 4 5 6 7 8 9 10
L. Interpersonal Relationships w/ Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
M. Capable of Motivating Others	NA - 1 2 3 4 5 6 7 8 9 10
N. Accepts Assignments Willingly	NA - 1 2 3 4 5 6 7 8 9 10
O. Displays Mature Judgment	NA - 1 2 3 4 5 6 7 8 9 10
P. Appropriately Uses Professional Terms	NA - 1 2 3 4 5 6 7 8 9 10
Q. Confronts Problems Positively and Constructively	NA - 1 2 3 4 5 6 7 8 9 10
R. Displays a Sense of Humor at Appropriate Times	NA - 1 2 3 4 5 6 7 8 9 10
S. Interprets Assessment Appropriately	NA - 1 2 3 4 5 6 7 8 9 10
T. Goal / Objective Writing	NA - 1 2 3 4 5 6 7 8 9 10
U. Appropriate Program Design	NA - 1 2 3 4 5 6 7 8 9 10
V. Ability to Modify (programs, equipment, etc.)	NA - 1 2 3 4 5 6 7 8 9 10
W. Follows Agency-Site Policy/Procedures	NA - 1 2 3 4 5 6 7 8 9 10
X. Leadership Effectiveness	NA - 1 2 3 4 5 6 7 8 9 10
Y. Respects Rights of Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
Z. Practices Infection Control / Body Fluid Precaution	NA - 1 2 3 4 5 6 7 8 9 10

- Please feel free to supplement the above performance indicators on the space provided below and on the back of this evaluation!*

SIGNED: _____
AGENCY-SITE SUPERVISOR

DATE: _____

SIGNED: _____
STUDENT INTERN

DATE: _____

Final Narrative Performance Evaluation of Student Intern

****Please have this form sent directly to the Academic Supervisor**
If you have any questions, please call: _____

1. What additional training would have helped this intern in the Agency-Site assignment?
2. From your observations of the student intern, what do you consider his/her strongest attributes?
3. From your observations of the student intern, what do you consider his/her weakest attributes?
4. Is this student intern the type of person you would hire for a full-time position within your Agency-Site? Yes / No
5. Have you discussed this evaluation with the student intern? Yes / No
If yes, date: _____
6. Please feel free to provide any additional comments concerning the student intern.

If you could assign the student-intern a grade for their performance what would it be?

Please circle one.

A - Outstanding

B - Good

C - Average

D - Poor

F - Unsatisfactory

Signature of Agency-Site Supervisor: _____

Date: _____

Student Midterm Evaluation of Internship

- Please complete this evaluation and discuss with Agency-Site Supervisor midway through the internship. Send it to the Academic Supervisor soon thereafter.

STUDENT MIDTERM EVALUATION OF INTERNSHIP

DATE: _____ STUDENT: _____

AGENCY-SITE: _____

To be completed by the student and sent to the Academic Supervisor immediately upon completion of the sixth week of the internship experience. A copy should be made and discussed with the Agency-Site Supervisor prior to mailing. Candid discussions with the Agency-Site Supervisor on a continuing basis and of your reactions expressed on this form are intended to help make your internship experience more meaningful.

1. Was your orientation period adequate enough to allow you to perform comfortably and knowledgeably?
 - a. Did your on-the-job supervisor adequately acquaint you with the work / responsibilities required by the Agency-Site?
 - b. Were you introduced to all staff members?
 - c. Were relevant and needed materials provided during the orientation period?
 - d. Were rules and regulations / policies and procedures explained to you?
 - e. Other?
2. Briefly summarize to date your experience in relationship to your "Internship Goals".
3. Is this experience what you expected? Explain.
4. Is the Agency-Site supervision you are getting adequate? Explain.
5. How can the internship experience be more meaningful?
 - a. What can you do to make the experience more meaningful?
 - b. What can the Agency-Site and/or Agency-Site Supervisor do to make it so?
6. What experience would you like to see given more emphasis during the remainder of your time with the Agency-Site?

Student Intern: _____	Date: _____
Agency-Site Supervisor: _____	Date: _____
Academic Supervisor: _____	Date: _____

Student Final Evaluation of the Internship

- Please complete this evaluation and discuss with Agency-Site Supervisor toward the end of the internship. Send it to the Academic Supervisor soon thereafter.

STUDENT FINAL EVALUATION OF INTERNSHIP

DATE: _____ STUDENT: _____

AGENCY-SITE: _____

To be completed by the student and sent to the Academic Supervisor immediately upon completion of the internship experience. A copy should be made and discussed with the agency supervisor prior to mailing. Candid discussions with the Agency-Site Supervisor on a continuing basis and of your reactions expressed on this form are intended to help make your internship experience more meaningful.

Supervision:

1. Has your Agency-Site Supervisor provided an adequate number of new work experiences, along with optimum instruction and supervision?
2. Has he/she been available to answer questions and to review your work?
3. Has he/she met with you and given you feedback on your performance?
4. Additional Comments?

Activities:

1. Were staff members helpful in providing you with a relevant experience?
2. Were you allowed to participate in many of the same activities as regular staff?
3. Were you allowed to attend staff meetings and to participate?
4. Were you given a proper amount of responsibility?
5. Did the staff solicit your comments and/or suggestions?
6. Were skills developed that might be used in professional setting(s)?

7. Did you feel that you received a "valuable" experience?

8. Additional Comments?

Changes:

What changes would you recommend take place within the Agency-Site so that other students would have a better experience?

Strengths:

What were the outstanding attributes of the Agency-Site Supervisor and the staff, which made this a successful experience?

Additionally:

Feel free to comment on your Academic Coordinator & Supervisor or make other constructive suggestions that you feel might be helpful in better preparing students for the internship experience.

Student Intern: _____	Date: _____
Agency-Site Supervisor: _____	Date: _____
Academic Supervisor: _____	Date: _____

Recommendations

Your help is needed in maintaining the relevancy of this manual. We would appreciate your recommendations relative to any of the material contained in the manual. Please feel free to suggest any deletions, modifications, etc..

Edition: August, 2003

Name: _____
Address: _____

Phone: _____
E-mail: _____

- 1.
- 2.
- 3.
- 4.
- 5.

THANK YOU VERY MUCH!

Please Return to:

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