



REC 498

Internship Manual

Pittsburg State University

Dept. of Health, Human Performance and Recreation

2012 Edition

This manual is to be used by all students enrolled in REC 498 Internship Experience.

Edited by
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The Recreation Curriculum Faculty With Internship Responsibility

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INTERNSHIP PROGRAM

Introduction

The Undergraduate Internship

The internship experience is an integral part of a student's total educational preparation for a professional career. Through the internship, the student is provided with a supervised experience in a setting that offers recreation experiences as a direct or indirect service. The primary purpose of the internship is to provide opportunities for professional and personal educational growth for students through "on-the-job" experiences in recreation leadership and administration in settings such as hospitals, public park and recreation departments, and commercial enterprises. The internship reflects in varied degrees the content and objectives of classroom courses taken by the student majoring in Recreation. This manual is offered to assist the student, faculty advisor, and agency supervisor in the pre-internship preparation, internship assignment, and post-internship responsibilities. The appropriate undergraduate sections of this manual are intended for use by majors enrolled in REC 498.

Definitions

The field of Recreation and Leisure Services offers many potential settings and opportunities for the internship experience. Throughout this manual, the term recreation profession (or professional) is interpreted broadly to include the many facets of the field including public recreation, therapeutic recreation, private/commercial fitness and recreation. The following terms are defined to provide consistency in interpretation.

Internship, is one type of field experience. The term "internship" as used throughout this manual refers to one of the instructional programs available to Recreation majors. It is the primary opportunity for students to experience practical application of leisure theories and concepts in the world of the professional practice.

The term **Agency** refers to one of a variety of organizations or institutions which offer programs and facilities to meet recreation and/or leisure needs. Included are: federal, state, county and municipal recreation and park departments; hospitals; mental health centers; vocational training centers; non-profit organizations; camps; churches; and commercial enterprises, including fitness clubs or centers.

The **Agency Supervisor** (or *Site Supervisor*) is the specific staff member designated by the agency to provide direct supervision, orientation, guidance, and direction to the student at that agency.

The **Internship Advisor** (or *University Advisor*) is the faculty member who is assigned to the specific student doing the experience. This faculty person monitors the entire internship process in order to provide guidance and support to the student and the agency. Whenever possible, this faculty member will also grade the final report and notebook submitted by the student.

Goals Of The Internship Experience

While the major focus of the Internship experience is on the operations of the agency at which the student accepts assignment, the total value of the Internship experience takes other goals into account. By providing a vast array of learning experiences, the student, educator, and practitioner can work together to help each student's development as a recreation professional.

Basic Objectives of the Internship Experience

1. To provide the student the opportunity to integrate theory and practice in his/her professional education; to encourage the exchange of contemporary thinking and insights between the internship student and agency personnel.
2. To provide the student an opportunity to promote and broaden his/her philosophy and understandings of the park and/or recreation profession.
3. To enable the student to obtain information which can be used as a basis for making choices in relation to future jobs, areas of socialization, and/or further study in parks, recreation, fitness, or leisure services.
4. To enable the student to realize his/her own strengths and weaknesses.
5. To provide the student an opportunity to gain experience in leadership, supervisory and administrative functions within a park, recreation and/or leisure service agency.
6. To help the student gain an understanding and appreciation of the role, duties, and responsibilities of a full-time recreator.
7. To develop the student's skill in various program areas; to increase his/her knowledge of the organization and administration of delivering parks, recreation, fitness, leisure, and/or therapeutic services.
8. To provide the student with experiences that will enable him/her to develop sound human relations.
9. To strengthen relationships between parks, recreation, fitness and leisure service agencies and the university.

Goals of the Student Internship Experience

1. Provide opportunities to engage in on-the-job application of classroom theories and techniques;
2. Offer activities that assist in the development of professional skill in the planning, organization, and leadership of a leisure service;
3. Provide challenging and stimulating tasks that entail a significant contribution to the quality of life for persons served by the agency;
4. Offer opportunities to identify strengths and weaknesses of student's as well as agency co-worker's professional behavior;
5. Allow the student to experience many aspects of the professional world while under competent supervision and guidance;
6. Encourage interactions with professional practitioners in the student's area of expertise;

7. Provide programming situations which allow students to investigate human interaction;
8. Offer opportunities to evaluate the field as a professional career;
9. Offer experiences in planning, leading, and evaluating client/participant programs;
10. Provide an opportunity for administrative and supervisory experience.

Internship Goals Related to the Recreation Curriculum

For the Curriculum in Recreation, the Internship experience should:

1. Provide a laboratory setting for the testing and application of theoretical models;
2. Strengthen the educational process of preparing future professionals by providing a capstone experience;
3. Assist in the development of a cooperative working relationship between educators and practitioners;
4. Offer a means to assess the quality and relevance of classroom courses;
5. Provide an opportunity to evaluate the student's needs, abilities, and progress in professional development;
6. Facilitate sharing of resources and the pursuit of common goals with professional agencies and institutions;
7. Provide the faculty with up-to-date information about issues, and innovations in recreation and leisure services; and
8. Emphasize the primary educational concern of the Recreation Curriculum as the preparation of students to advance within the realm of the profession.

Internship Goals Related to the Agency

For the cooperating agency, the Internship experience should:

1. Provide expertise related to theory and practice obtained in the classroom setting;
2. Provide the opportunity to improve in-service training for permanent employees;
3. Allow employers an opportunity to survey and evaluate prospective employees;
4. Provide an expanded ability to serve clientele through the contributions of the student;
5. Establish opportunities for cooperative relationships which extend beyond the internship experience

6. Provide a means for comparing in-class preparation of the student with what is practiced by the agency; and
7. Offer an opportunity to be a partner in the professional preparation of future recreation professionals.

General Internship Policies And Procedures

The Curriculum in Recreation is one of the programs in the College of Education that offers its majors an experience-based learning opportunity. It reflects a philosophy interwoven throughout the various course offerings to provide practical experiences as a part of professional preparation courses. Consequently, the internship program is not entirely new to many students. The major adjustment is to the concentrated expenditure of time and effort on the part of all participants - the students, the Recreation Curriculum, and the agency.

Eligibility Criteria

All students must have satisfactorily completed REC 160, REC 240, HHP 260, REC 270 or 275, REC 280, REC 311, REC 317, REC 320, REC 461, REC 462, and REC 470/770 before enrolling in the internship course. For students interested in therapeutic recreation, they must have completed all of the TR emphasis courses and are encouraged to have also completed Anatomy and Physiology, Developmental Psychology, Abnormal Psychology, and the courses for the minor in Psychology, Leadership Studies, or Gerontology. NOTE: Beginning with the 2006-2007 academic year, REC 462 Pre-internship Seminar will be required before enrolling for REC 498 Internship in Recreation.

1. **A minimum GPA of 2.5 for all coursework in the major.**
2. Verification of the completion of REC 275 Practicum in Recreation **OR** REC 276 International Field Studies in Recreation.
3. Approval for Internship enrollment will be based on completion of the application for student internship, the agency agreement form, goals and objectives (signed by the agency supervisor), and approval of the internship site by the HHPR faculty.
4. Students interested in Therapeutic Recreation must have completed all but 6 credit hours of their major coursework before enrolling in the Internship experience. Responsibility for meeting NCTRC requirements for the internship rests with the individual student. Students should read the NCTRC information for new applicants that is found on the NCTRC website (www.nctrc.org). Pay particular attention to **ALL** information regarding the the internship experience.

Practicum Course (REC 275) and/or International Field Studies (REC 276)

The Practicum Course (REC 275) and/or International Field Studies in Recreation (REC 276) for the PSU Recreation Curriculum is essentially a pre-internship field exposure (clinical observation) experience designed to provide the student with an opportunity to:

1. Gain a varied experience and exposure to the field of recreation and leisure services, and
2. Assist the student in choosing both the type of agency/setting and client group with which to do his/her internship placement.

It is strongly advised that the student take one or both of these courses early on in their study.

Pre-Internship Seminar (REC 462)

All students must complete the pre-internship seminar before they will be allowed to enroll in the internship course REC 498.

Internship Enrollment and Grading

Students must have instructor approval to enroll in REC 498. The instructor for this course during the semester of your internship is the person who will grant permission for you to enroll.

The Internship is cataloged as REC 498. **Note: The University requires that the student be enrolled during the entire duration of the Internship experience.** This is a twelve credit-hour course.

Interns are evaluated twice by the agency supervisor regarding the student's satisfactory completion of the mutually agreed upon goals and objectives for the experience, completion of assigned tasks and responsibilities along with the observation. The grade, however, is assigned by the course instructor after reviewing the student's final report and notebook.

Time Considerations for the Internship Experience

Students generally enroll for the Internship during their senior year as the culminating experience for the recreation degree. ***Note: Therapeutic recreation students interested in meeting certification eligibility requirements to become a CTRS must complete all but 6 credit hours of their major coursework before enrolling in their internship.*** The appropriate time to take the internship is decided after consultation between students and their designated academic advisors and completion of REC 462 Pre-Internship Seminar.

The student enrolled in internship must work full-time for a minimum of fourteen (14) consecutive weeks. While the actual number of weeks may vary, the Recreation Curriculum sets 560 on-the-job hours as the minimum amount of time for the complete Internship requirements. ***It is recommended that 15 weeks be completed for an optimum experience.***

Students engaged in the Internship experience should not be enrolled in any other coursework. Occasionally, a student may need an exception to this rule. In that case, the student must submit a letter to the Recreation Coordinator and HHPR Chair, along with written evidence of agency support, stating the reasons for the exception. A decision will be made by the faculty.

The internship experience is critical to a student's future and should be treated as a full-time job. The recommendation of the internship supervisor may be critical to obtaining full-time employment after the internship. For this reason, outside work during the internship is strongly discouraged. However, work within the internship agency on a part time or as-needed basis is usually acceptable when internships are unpaid.

For those students who will be applying for TR certification take note: To be eligible for certification under the academic path NCTRC requires a field placement (i.e., internship) of a minimum of 560 hours over 14 consecutive weeks at one agency site in a clinical, residential, or community-based TR program and supervised by a CTRS in good standing who has been certified and in their position for at least one year. When completing NCTRC's application for professional eligibility you will be required to document and describe in your own words your internship responsibilities and duties in relation to the NCTRC National Job Analysis. Prior to contracting for and during your internship placement, be sure that your responsibilities include many, or preferably most, of the duties identified in the job analysis.

Areas of Experience During the Internship Placement

The internship experience is intended to provide the student with a realistic perspective on the skills and responsibilities of the recreation professional. The following description of areas should serve as a guide to assist supervisors in developing quality internship experiences. The materials can be adapted to the characteristics of the agency or business, and supervisors should feel free to add other appropriate and useful information.

Content Areas

Management. The student should study and observe in action the policies and practices of the agency. This content would include legal and legislative foundations of the agency, board relations, financial budgeting and record keeping procedures, personnel and supervisory practices, general staff relations, and customer service.

Program. The student should help plan and implement a broad program of activities and services characteristic of the agency involved. The student should prepare program/activity plans in a systematic manner and help to carry out various types of programs.

Areas and Facilities. The student should gain theoretical as well as practical experience in physical facility planning and operation. This experience may include long range planning as well as lay-out and operation of various types of areas and facilities. Involvement related to maintenance, equipment, and supplies is essential.

Settings

Treatment/Clinical Experiences. If the internship placement involves a therapeutic/clinical situation, the student must gain experience/exposure in the TR process: assessment, treatment planning, implementation, and evaluation. Specific duties may include developing recreation therapy protocols, individualized treatment plans, in-services, charting procedures, and other matters pertaining to the treatment/care of individuals undergoing therapy. Involvement in staff meetings and team meetings, where appropriate, is strongly encouraged.

Public Leisure Service Settings. If the internship placement involves a public leisure services situation, the student would gain experience in dealing with public relations, attend board/commission and other community meetings, work with committees, visit individuals in the agency and community, and receive board agency/community experiences during the internship. The placement should help the student to understand the total concept through the discussion of

actual problems and situations in the operation of the agency.

Not-For-Profit and For-Profit Organizations. The general criteria for the internship placement applies equally to public and profit/non-profit-oriented organizations. The student would gain experience in as many aspects of the business as possible. Since businesses are extremely diverse, it is difficult to detail the types of experiences that will best meet the needs of the student. However, the student's goals and objectives should specifically detail the experiences which the student will receive (i.e., marketing, food services, group sales, concessions, and operations).

Agency Selection And Student Placement

Agency selection must be approved by the faculty member responsible for the Internship course after consultation with the student. Students are strongly encouraged to locate the placement of their choice that meets the criteria for internship sites as soon as possible. To qualify as an internship placement site, the agency should meet the following criteria:

1. The agency should have a sound professional philosophy which is applied in programs and services.
2. The agency should meet professional association standards for their area; meet appropriate national or state regulations for registration or certification; or have full-time staff of more than one person who is certifiable under national, state, or professional association regulations or standards. TR students interested in certification by the National Council on Therapeutic Recreation Certification (NCTRC) must do their internship experience under the direct supervision of a currently Certified TR Specialist.
3. The agency should express a willingness and commitment to provide the student with a high quality internship experience by:
 - a. Assigning the student to a supervisor with appropriate training and experience who will supervise the intern for the duration of the internship experience;
 - b. Providing the assigned supervisor with appropriate time for the express purpose of supervising the student;
 - c. Approving specific goals and objectives for the individual intern prior to the start of the internship.
 - d. Providing a training program to meet the learning objectives of the student, agency, and Recreation Curriculum;
 - e. Supplying the student with agency materials appropriate to the internship including guidelines and a prearranged schedule of assignments; and
 - f. Agreeing to provide an evaluation of student involvement and performance at mid-term and at the completion of the internship experience.
4. If an agency uses a contract that has to be agreed upon by the University, the agency is expected to initiate that process at the earliest possible time. Students are unable to confirm or begin a internship placement until the contract has been completely negotiated and signed by both the placement organization and the university.
Note: the contract/agreement may be for a multi-year period of time.

5. Students generally are not allowed to complete a internship placement with an agency for whom they have been employed without special permission. If the internship responsibilities differ significantly from the previous work opportunities, a student may submit a letter of exception to the faculty (with written support from the agency) with details defining the differences. The faculty will make the final decision regarding approval. Any exceptions to this policy must be approved in advance of the start of a internship experience.

Roles And Responsibilities Of The Student, The Recreation Curriculum And The Agency

The internship placement program is a three-way relationship between the student, the University, and the agency. In order for the program to succeed, an atmosphere of coordination, cooperation, and communication must prevail among all three. To foster such an atmosphere, specific responsibilities of each of the participants are described below.

The Student

The student enrolled in internship placement experience is declaring intent to become actively involved in an operational area of professional leisure services. By carefully selecting an agency suited to individual needs and interests, students can contribute to their professional growth and use this new knowledge when seeking permanent employment.

Students are required to enroll and pay all tuition and fees assessed by the University for twelve credit hours of class for the course (REC 498).

Pre-internship procedures for the student include:

1. Establishing eligibility for enrolling in REC 498 is achieved by doing the following:
 - a. Complete REC 462 Pre-Internship Seminar* concerning the Internship requirements during the semester prior to placement. **REMEMBER: NO INTERNSHIP EXPERIENCE WILL BE ALLOWED FOR CREDIT WITHOUT PRIOR DISCUSSION AND APPROVAL OF THE STUDENT'S ACADEMIC ADVISOR!** *Course beginning at the Fall '07 semester.
 - b. Obtaining a copy of the most current REC 498 Recreation Internship Manual and completing the "Application for Student Internship" in the semester prior to the start of the internship experience (see Appendix A). This completed questionnaire will be helpful to the student's advisor when counseling the student with regard to the placement, and it will serve to activate the student's internship file.
 - c. Notifying your Academic Advisor and/or the course instructor of your decision on the internship site and other pertinent information.
2. Identifying, contacting and confirming any agency affiliation and notifying the course instructor and Academic Advisor of any contract negotiations needed;
3. Completing a resume and **all** internship placement forms within the designated time period;

4. Developing and submitting to the University and agency supervisor a formal, typewritten statement of goals and objectives to be met during the internship **prior to initiation of the internship placement.** (This statement will be submitted to and approved by the agency supervisor and then returned to the course instructor prior to the end of the second week of classes.)
5. Acquiring any necessary immunizations (Hepatitis B, TB, etc.), training (First Aid, CPR, etc), any liability insurance required by the agency, personal background check, and
6. Accepting responsibility for meeting the certification requirements (CTRS, CPRP, etc.) if interested in pursuing professional certification upon graduation.

***NOTE:** Success in the internship is critical. Students should not work outside the internship agency so advance planning may be required. Nor should students take courses while completing the internship. These activities are incompatible with the purpose of an internship so plan ahead.*

During the internship placement experience, the STUDENT should:

1. Exhibit conduct exemplary of a member of the agency, within the policies and expectations of that agency;
2. Exhibit professional and personable conduct at all times with staff and clientele;
3. Strive towards higher levels of personal and professional growth and fulfillment;
4. Keep in close contact with the agency supervisor for decisions and actions relating to agency operations
5. Complete the Student Log daily for the first 3 weeks and weekly the rest of the time. Log sheets are found in the manual but students should use the electronic form found on ANGEL to submit the log electronically. Only in unusual circumstances are handwritten copies permitted to be received by snail mail. This should be worked out with the instructor.
- 6a. Complete a minor project for the agency. (**Rec. Admin students & CCHW students only**) This project might be an in-service training program, a special event, development of a brochure or marketing piece (more than just a flier for a program; a permanent piece), an evaluation of a program or other activity that will help you develop skill or knowledge and be of benefit to the internship provider.
- 6b. Complete a case study. (**T.R. students only**) A case study is a written assignment to help you demonstrate a thorough understanding of the therapeutic recreation process, which involves assessing individual needs, planning an intervention using recreation activity, implementing the intervention strategies and evaluating the outcomes of the plan. The case study will take the form of a written report with the following elements: 1) Description of and biographical sketch of the client/patient who is the subject of the case study (including diagnosis and description of disability); 2) Formal assessment of needs or problems to be addressed; 3) Intervention strategies or modalities to be employed; 4) Specific measurable goals or outcomes to be achieved; 5) Discussion of how the intervention was implemented; 6) Evaluation of the intended outcomes.

7. Select a major project (with guidance from the agency supervisor) for which total responsibility is assumed. The project provides the student with an opportunity to demonstrate problem-solving and communication skills, and provides the agency with a usable finished product. Examples of projects might include: developing a sensory nature trail, designing an agency policy manual, evaluating a leisure program, developing a resource file or website, etc. A one-time party or event usually **DOES NOT** fulfill this requirement. (See course syllabus)
8. Obtain an assessment of your own performance (see Appendix G and G.1) at mid-term and final points and discuss it at the time of your evaluation with the agency supervisor.
9. Keep a personal journal to help compile information for the written internship placement paper. Throughout the internship experience, collect required materials concerning goals of the agency, structure, facilities, etc. as required for the final paper (See Appendix D), and include in the agency manual.

Post-internship procedures for the STUDENT include the following items. No grade will be awarded until all of these things are accomplished:

1. Writing a comprehensive paper that will serve as a written synthesis of the internship experience (See criteria - Appendix D),
2. Making sure the agency submits its final evaluation of the student to the University.
3. Complete the Evaluation of the Internship Agency form (See Appendix F).
4. Write a “thank you” letter to the agency supervisor and put a copy of it in your final report.

The Recreation Curriculum

The Recreation Curriculum is firm in its conviction that practical internship is essential to students who want to enter the field of leisure services as a profession. Therefore, the role of the Recreation Curriculum faculty members are facilitators and stimulators of processes needed to insure that the internship is a positive experience for all recreation majors. The policy and practice of the Recreation Curriculum is to provide a communication flow between itself and the agency that will encourage a strong working relationship. When possible, an on-site visit will be made by the course instructor at least once during the duration of the experience. If a visit cannot be arranged (due to distance), a telephone conference call with the student and the agency supervisor will be held.

The responsibilities of the Recreation Curriculum, the Internship Instructor, and the student's Academic Advisor are to:

1. Determine a varied listing of internship sites to assist students in locating an agency;
2. Assist the student in focusing on professional and career interests;
3. Assist the student in setting realistic goals and objectives;
4. Assist in the placement of the student in an agency where goals may be achieved;

5. Arrange for all forms to be distributed early enough to allow for their return prior to any deadlines;
6. Provide the agency with information concerning its responsibilities as a participant in the internship program (each agency receives a copy of the Internship Manual);
7. Provide a Recreation Curriculum faculty member to advise the student during the internship experience (if in-state, the course instructor will visit the intern on-site at least once during the experience; if out-of-state, several phone calls will be made to the student and agency supervisor);
8. Maintain a communication line with the agency to monitor the student's progress (agency supervisors need to contact the Recreation Internship course instructor in problematic situations in order to take appropriate action);
9. Remove the student from the agency when either the agency or the student is not suited to the program;
10. Confer with the students at the termination of the internship experience to review the program including student, agency, and university roles, and to determine the student's perception of the total program;
11. Submit permanent grades for the internship experience; and
12. Review current and prospective agencies for future inclusion in the program.

The Agency

It is essential that students be placed in agencies with well-organized professionally administered programs where they can be exposed to various facets of agency services and personnel functions. Agencies should recognize that acceptance of a student for internship placement denotes an obligation to provide the best possible environment for working and learning for the student.

Furthermore, the agency should:

1. Assign a person to supervise the student with a specific time allotment given for discharge of this duty. The supervisor will:
 - a. Design with the student the learning experiences and assignments, agree on the specific goals and objectives, and negotiate a special project that will be the student's responsibility as well as another minor project or case study;
 - b. Evaluate, in writing, the student's work and performance, and submit these evaluations (mid-term and final) to the Internship course instructor (See Appendix F for final evaluation form);
 - c. Assume shared responsibility with the Recreation Curriculum Internship instructor for relationships between the Recreation Curriculum and the agency in regard to the internship placement; and
 - d. Confer with the student weekly or at least bi-weekly as to their progress and

interpret for them the content of the final evaluation that will be sent to the Internship instructor;

2. Assist the student in achieving the stated goals and objectives through full mobilization and utilization of the agency's resources to provide for the student's progressive responsibilities;
3. Provide the student with progressively challenging professional experiences that will allow the student to discover personal strengths and weaknesses as a professional practitioner;
4. Assist in the development of the student's understanding of human relations that will enhance abilities to interact with people;
5. Provide regular, frequent feedback to the student regarding the agency's expectations and the student's performance;
6. Provide an opportunity for the student to practice methods and techniques of direct leadership; and
7. Meet the agency objectives established by the Recreation Curriculum.
8. Provide negotiation assistance with institutionally required contracts and assure the student will not begin their internship placement until the contract has been successfully negotiated.

If the successful completion of the internship experience is problematic, the agency supervisor must notify the student and the Internship instructor IMMEDIATELY. This notification should be done in writing to both parties and, when possible, include a conference with the student, faculty advisor, and agency supervisor in order to identify the extent of the problem. Documentation of problem areas and strategies for change should be in evidence and shared with all three parties prior to the actual dismissal. Final removal of a student from a internship experience is the responsibility of the Recreation Curriculum.

Liability Statement

The University assumes no responsibility for the student's personal liability. Agencies often have liability insurance plans covering both staff and clients. Internship students should inquire of the agency whether liability insurance is carried or required and, if so, who is covered. In some cases students may be required to carry personal liability insurance. In such cases the student must provide this insurance at their own cost. The Internship instructor can inform the student of a low-cost insurance through a private insurance agency. **Students are responsible for making arrangements for their own insurance**

Liability Insurance

While accidents and lawsuits are rare, no one is immune to liability suits. All students doing internship placements are held personally accountable for their acts. Therefore, students are **strongly advised** to become knowledgeable about legal liability and to carry liability insurance.

The University accepts no responsibility for worker's compensation nor payment of the student for services rendered. If an agency wishes to compensate the student for services, it is a matter between

the agency and the student.

OSHA Requirements

All students are held responsible for meeting any agency demands regarding training/education about applicable OSHA requirements. All internship placement students will be encouraged to receive the Hepatitis B series of vaccinations (Bryant Student Health Center provides these) and are encouraged to learn about blood-borne pathogens. Agencies are expected to notify the student of any related requirements and assist them in meeting the expectations.

BACKGROUND CHECK

Recreation programs and agencies have become increasingly concerned about character of those who work or volunteer in their programs. This is because programs serving children, the elderly, disabled or other at risk persons sometimes attract predators. For this reason agencies have been forced to be extremely careful in screening both employees, volunteers and interns who have access to participants, members or patients. For this reason students who are required to have a criminal background check by internship providers will need to do so. If the internship provider does not pay for this the student will need to do so themselves.

APPENDIX A

APPLICATION FOR STUDENT INTERNSHIP PLACEMENT

Complete this application and return it to the Recreation Internship Instructor in order to become fully eligible to do the internship experience. This completed application must be turned in to the Internship Instructor who will monitor your internship. Once the application is turned in you can be given permission to enroll in REC 498.

(PLEASE PRINT)

Date _____

Name _____ PSU ID Number _____

Local Address _____

Cell Phone No. _____ Home Phone No. _____

Work Location & Phone _____

E-mail Address _____

Home Address _____

Phone No. _____

Prerequisite Courses for Internship Experience(s)

<u>Course</u>	<u>Semester Completed</u>	<u>In Progress Now</u>
REC 160 Intro to Rec and Leisure	_____	_____
REC 240 Intro to Ther Rec	_____	_____
HHP 260 First Aid & CPR	_____	_____
REC 275 Practicum OR 276 Internat'l Field Studies	_____	_____
REC 280 Rec Methods & Ldership	_____	_____
REC 311 Rec Prog Design & Ldership	_____	_____
REC 317 Camping & Outdoor Ed	_____	_____
REC 320 Mgt Strategies & Finance	_____	_____
REC 461 Professional Conference	_____	_____
REC 462 Pre-Internship Seminar	_____	_____

REC 470/770 Admin of Rec

(Required Recreation Administration Emphasis Pre-requisites)

COM 277 Intro to Pub Rel

REC 419 Survey Techniques in Rec

REC 430 Commercial Rec

REC 435 Design & Maint of Facilities

HRD 706 Personnel Development **OR**

PSYCH 575 Industrial & Org. Psych

REC 438 Issues in Rec

(Required Therapeutic Recreation Pre-requisites)

BIOL 257-58 Anatomy & Phys

REC 369 Intervention in TR

REC 419 Survey Techniques in Rec

REC 460 Theory of TR Prog & Srvc Develop

REC 465 Assmt & Document in TR

HHP 462 Adapted P.E.

PSYCH 263 Developmental Psych

PSYCH 571 Abnormal Psych

(Required Community, Corporate & Hospital Wellness Pre-requisites)

BIOL 257-58 Anatomy & Phys

FCS 301 or 203 Nutrition/Hlth & Nutrition

REC 425 Personal Train & Fit Managmnt

REC 430 Commercial Rec

HHP 460 Kinesiology

HHP 464 Physiology of Exercise

Semester of Internship Placement: Fall _____ Spring _____ Summer _____ Year _____

Area of Interest:

Projected Graduation Date (Month and Year) _____

Work Experience (Paid/Volunteer)

<u>Job Title</u>	<u>Employment Dates</u>	<u>Major Responsibilities</u>
_____	_____	_____
_____	_____	_____

Will liability insurance be required of you: ____ Yes ____ No ____ Don't know

Special Skills or Training: First Aid ____ CPR ____ (List other skills/training below)

Internship Placement Wish List (preferred agency, location, or job)

1. _____
2. _____
3. _____

Any Special Considerations:

Student's Signature _____ Date _____

Academic Advisor _____ Date _____

Internship Instructor _____ Date _____

Pittsburg State University

FERPA RELEASE

Name of Student _____

ID Number: _____

Date of Birth: _____

I, the undersigned, hereby authorize PSU to release the following education records and information (identify records or type of records)

to (Name and Address of Person/Agency to Receive Information)

for the purpose of _____

I understand further that: (1) I have the right not to consent to the release of my education records; (2) I have a right to receive of copy of such records upon request; (3) and that this consent shall remain in effect until revoked by me, in writing, and delivered to PSU, but that any such revocation shall not affect disclosures previously made by PSU prior to the receipt of any such written revocation.

Student's Signature

Dated

THIS INFORMATION IS RELEASED SUBJECT TO THE CONFIDENTIALITY PROVISIONS OF APPROPRIATE STATE AND FEDERAL LAWS AND REGULATIONS WHICH PROHIBIT ANY FURTHER DISCLOSURE OF THIS INFORMATION WITHOUT THE SPECIFIC WRITTEN CONSENT OF THE PERSON TO WHOM IT PERTAINS, OR AS OTHERWISE PERMITTED BY SUCH REGULATIONS.

APPENDIX B

WRITTEN GOALS AND OBJECTIVES

A formal typed statement of goals and objectives must be negotiated by the student and the agency supervisor. The finalized goals and objectives must be signed by the student and the agency supervisor and serve as the guiding framework for the internship experience. These goals and objectives must be submitted to the Internship Instructor PRIOR to the start of the internship experience.

Goals

A goal is a general statement of the performance expectations from your duties at the agency. A goal is concerned with ultimate outcomes and is general in nature. The first step in defining a performance goal is to state the general behavior you expect to exhibit in the performance of your duties. These behaviors should be those exhibited by you (the student), not your supervisor or program participants. They should be stated in terms of products (outcomes) desired, not as processes to be undertaken. There can be any number of goals stated for a given placement, but practically, determining at least 5 to 7 goals is sufficient for the internship experience. **Note: For TR students it is strongly recommended that the goal statements be based upon the Job Analysis Responsibilities as indicated in the NCTRC Website.**

General Objectives

An objective is a precise statement that defines a specific behavior expected to be exhibited in the performance of duties. Objectives should be specified and should clearly define the desired behavior. Successfully meeting several objectives indicates goal accomplishment. Therefore, objectives should be viewed as a partial sample of the objectives that could have been selected as indicators of goal accomplishment. Students should identify several objectives for each goal and write very specific behavioral objectives that will describe observable, measurable behaviors related to particular duties of the internship experience.

Sources of Goals

The student may wish to examine four areas as possible sources of goals:

1. Demonstration of a noted deficiency - deficiencies in the student's professional preparation noted from class work, previous field experience, or personal feelings may be specifically emphasized in goal development; NCTRC Job Analysis.
2. Agency performance expectations - the tasks and responsibilities that the agency expects you to do competently as a function of the internship placement.
3. Field-based skills or performance standards - areas of expertise possessed by professionals that you will need to acquire as a part of your professional development.
4. Skills or knowledge you wish to acquire.

Examples of Internship Experience Goals, Objectives, and Strategies

(Note: this example is for a psychiatric setting; make yours applicable to your agency)

1. To become knowledgeable about personnel policies as they relate to part-time and contractual staff

Objectives:

- a. Ability to articulate agency policies related to personnel matters
- b. Ability to interview potential applicants and select most qualified staff
- c. Ability to develop a three-month personnel budget for part-time and contractual staff

Strategies:

- a. Review agency policies and EEOC and ADA standards
- b. Observe and discuss interviews conducted by other agency staff
- c. Develop interview questions that comply with policies
- d. Conduct a minimum of three interviews with supervisor
- e. Review agency budget and outline staff budget

2. To become knowledgeable about psychiatric diagnoses

Objectives:

- a. Ability to outline core diagnostic criteria of a minimum of three psychiatric dx
- b. Ability to identify a minimum of three implication of selected dx for TR services
- c. Ability to identify frequently used medications for selected dx for TR services

Strategies:

- a. Attend available agency in-service
- b. Review DSMIV and discuss with supervisor
- c. Review of selected treatment plans by all team disciplines
- d. Review of ATRA pharmacology text and discuss with supervisor
- e. Interview at least one client with each of the selected dx

3. To be able to lead a group

Objectives:

- a. Ability to outline the principles and philosophy of group leadership
- b. Ability to outline core content for a selected group
- c. Ability to function as a leader for a minimum of three meetings

Strategies:

- a. Literature Review
- b. Interview group leaders
- c. Observe group and process with leaders
- d. Process my leadership role following each meeting
- e. Request group participant's feedback

(Thanks to UNC - Chapel Hill for providing and Karen Luken for assisting in the preceding examples)

APPENDIX C

INTERNSHIP PLACEMENT CONFIRMATION FORM

The following information is to confirm a cooperative educational experience between the agency, the Recreation Curriculum, and the student. A completed confirmation form or other contractual agreement must be turned in to the Internship Instructor **BEFORE** beginning the inteternship. ***Without this form no credit will be given for the internship.*** (Please Print)

Student_____

Agency_____

Agency's Address_____

Agency Internship Coordinator_____

Student's Agency Supervisor_____

Supervisor's Phone_____FAX_____Email_____

Is there another written affiliation agreement or contract with this agency?___Yes___No

The Recreation Curriculum enters this agreement with the above student and agency to provide an opportunity for actual student experience in everyday operations, specifically in the areas of management, programming, and areas and facilities as addressed in the student's individual goals and objectives.

Summary

The following conditions must be met if full academic credit is to be awarded:

1. Minimum university requirement of 560 hours of full-time work for at least 14 weeks (a longer period may be required by the agency)
2. Satisfactory completion of student reports as evaluated by the Recreation Internship Instructor,
3. Agency supervisor must provide amid-term and final written evaluation of the student to the Internship Instructor,
4. Willingness of student and agency to meet with the Internship Instructor, and
5. Agency will provide student with exposure to the broad range of agency's programs and services as well as different levels of duties and responsibilities in program planning and development, activity leadership, and management/supervision as appropriate for entry level professionals.

Learning Objectives

All students must negotiate appropriate goals and objectives with their agency supervisor and submit them for final approval by the Internship Course Instructor. The goals and objectives must be on file in the Recreation Curriculum **before** the student will be allowed to start the placement experience.

Please attach to this confirmation form the negotiated goals and objectives. Be sure that they have been signed by the AGENCY SUPERVISOR as well as the student.

Internship Placement Agreement Specifics

Pittsburg State University through the Curriculum in Recreation agrees to award twelve (12) semester credits for REC 498 to _____(student) upon satisfactory completion of the internship program beginning _____(date) and terminating _____(date), which includes submission of all assignments and the Final Internship Placement Report and an evaluation of the agency. The student is expected to work _____ hours per week for _____ consecutive weeks. The grades, determined by the Internship Instructor, will be based on advisor and agency supervisor evaluations and the student report.

It is agreed that _____ (agency) will extend to the student an opportunity to actually experience the areas of their operations. Where pay is involved, the final arrangement will be made between employer and student. The agency agrees to provide appropriate supervision of the student, to evaluate the student and send the evaluation to the faculty advisor no later than one (1) week after completion of the internship experience by the student.

Waiver statement:

PITTSBURG STATE UNIVERSITY does not require its students to undergo criminal background checks prior to participating in this internship program. As a result, INTERNSHIP AGENCY agrees to assume the risk, and to indemnify, hold harmless, and to release PITTSBURG STATE UNIVERSITY, its employees and agents, from any and all liability that it may incur as a result of STUDENT's internship for INTERNSHIP AGENCY.

This agreement can be terminated at any time by mutual consent of the agency supervisor, the Internship Instructor and the student. We agree to the previously stated guidelines and criteria put forth in the Internship Manual.

SIGNATURES OF:

_____ Date _____
(Student)

_____ Date _____
(Agency Supervisor)

_____ Date _____
(Recreation Faculty Advisor)

_____ Date _____
(Recreation Internship Instructor, if different from Faculty Advisor)

STUDENT CONTACT INFORMATION

(To be completed by the student)

Student Addresses and Phone Numbers (including cell phones)

<u>Home-Campus</u>	<u>Home-Parents</u>	<u>Address During Internship Placement</u>

PHONE: _____ CELL: _____ E-MAIL: _____

Copies of this confirmation will be made available by the Recreation Internship Instructor for interested parties. The original will be kept on file in the Recreation Curriculum office on the campus of PSU.

APPENDIX D

OUTLINE FOR FINAL INTERNSHIP REPORT & NOTEBOOK (REC 498)

The emphasis in this course is on a learning experience that will provide a meaningful contribution to the professional preparation of the student. One aspect involves “on the job” experiences in an area of professional endeavor. Another part consists of the reconstruction and synthesis of those experiences in a written document. ***The notebook is to be submitted in a 3 ring binder with dividers to separate materials into a logical sequence. There must also be a Table of Contents in the front. Anything else is unacceptable.***

The outline given below is to be used to organize your descriptions of the setting in which you did your internship placement and to reconstruct and synthesize the experiences listed in the outline. The student should use headings throughout the report which relate directly to the areas below and in the format of a formal paper. All brochures, pictures, or other resource materials that pertain to the agency should be included in an addendum to the report which must be placed in a 3-ring binder of appropriate size. The assigned Internship Instructor should receive the completed report by the **last regularly scheduled day of the semester** for the fall and spring placements; or by the final day for the 2nd summer session for the summer placements.

Each of the following areas and sub-topics should be addressed in every internship paper. If some aspect does not apply to your particular setting or experience, DO NOT JUST SKIP IT - state why that area is not appropriate for your paper. Please use headings and provide a table of contents. Students are encouraged to keep a personal journal as a way of recalling specific instances, although the journal will be submitted for perusal. ***Be sure to provide your personal observations and critiques throughout each section of the paper.***

A. Agency Description

1. Brief one-page description of internship placement (agency, location, major duties - *limit one page max, please*)
2. Philosophy/mission statement of agency
3. Goals and objectives of overall system and units involved
4. Organizational structure (include organizational chart, job titles/job descriptions)
5. Policy-making procedures (how are written policies made, advisory boards used, etc.)
6. Fiscal resources (budgeting process, funding sources and copies of budgets)
7. Areas and facilities (descriptions, development, maintenance and security)
8. Risk management policies or procedures (liability, accident reports, insurance, etc.)
9. Promotion/marketing efforts (pricing of services, patient/client program inclusion, contracting, include examples of advertising or in house promotion)
10. Personnel (staff or volunteer recruitment, training, promotion/retention, benefits)

B. Leadership Experiences

1. Types of programs offered by agency and intended benefits (program brochures, flyers, etc need to be included)
2. Discuss program planning process & lessons learned about planning or leadership
3. Clientele served—describe the clientele you worked with in detail
4. Group/individual leadership undertaken by you (be specific & descriptive)

C. Evaluation Efforts (TR Students: Please note that evaluation of patients is addressed in Section D below)

1. Focus of evaluation efforts (how are programs, facilities, personnel evaluated?)
2. Procedures used (what evaluation procedures did you use in your internship?)
3. Frequency (how often are programs, etc evaluated at the agency?)

D. Treatment Process (TR STUDENTS ONLY)

1. Referral procedures (how do patients/clients get referred to receive TR service?)
2. Initial contact, assessment procedures, forms (include samples)
3. Treatment plans (how are plans developed, used and progress documented?)
4. Treatment team meetings (how often held, who participates, TR involvement?)
5. Contact notes/documentation (describe how patient progress is documented)
6. Discharge summary (are they used? How? Include example)
7. Quality assurance (how are JCAHO, CARF or other standards used and followed?)

E. Professional Development

1. Orientation sessions – How were you introduced to the agency? Your first week.
2. Workshops, conferences, seminars, etc. attended (May be in-house training)
3. In-service training attended (formal training at the agency or conferences)

F. Special Projects

1. Nature and scope of your project – provide products like fliers, web pages, etc.
2. Description – give detailed information about your project and copies of any products from the project
3. Evaluation or outcome of the project

G. Self Analysis of Internship Experience

1. Goals and objectives (evaluate)
2. Accomplishments
3. Problems and difficulties
4. Professional growth, development of competencies and professional image
5. Recognition of strengths and weaknesses (and suggestions for self-improvement)
6. Relationships with supervisor, co-workers, clients/participants/patients
7. Future career interests

H. Recommendations to Recreation Curriculum and Agency
(Ways in which the experience could be improved)

I. Conclusion/Summary

J. Appendices

APPENDIX E

Your Internship Log: Learning by Reflecting

What is the Internship Log?

The internship log is NOT just a busy work assignment. The log has 2 purposes. The first purpose is to help you enhance your learning by reflecting often on what you have done by writing down those things that you are experiencing on a regular basis. This will make your whole experience more meaningful as the internship progresses. Each log will have several parts to it including; what questions you have about what you did or what you need or want to do; what vocabulary or professional jargon you have learned; what progress you have made toward your personal internship goals; your reflection on your experience, including your own performance, the culture of the internship site, lessons you have learned, etc.; and your feelings (likes, dislikes, puzzlements, etc.) about your experience for the time period which you are writing.

The second purpose of your log is to give your university instructor a clear idea of what you are doing, problems you might be having, progress you are making and how you are feeling about the internship experience. This will help the instructor as far as providing insight or advice to you throughout your internship.

How often do I have to make a log entry?

There is a very steep learning curve during the first month or so of the internship. You are required to make a log entry ***every day for the first 3 weeks***. After that time you should have a good understanding of the internship agency, what is expected of you as an intern, have developed a working relationship with your supervisor and others, have begun working on your goals, etc. For this reason you will only need to make ***a log entry every week after the first 3 weeks***. You may do more if you like but you will be expected to submit 20 entries during the first month, plus 8-12 additional entries during the rest of your internship, depending on the length of the experience.

How do I make my log entries? How do I submit them?

Generally you are expected to go on line and download the appropriate form from ANGEL (Word format), to complete the various segments of the form, to save the log with this filename format---YOUR NAME – Log Entry # (followed by a number). Save a copy of each log entry to put in your internship notebook at the end of your experience. E-mail a copy of each log entry to the university instructor immediately. You may or may not receive a response to each entry but it is critical that you complete this requirement. By naming your log entries using this format you will make things much easier for the instructor who will be receiving many log entries each week. This makes identifying, filing and organizing these files MUCH easier.

There are a very few internship situations where students do not have internet access. In those instances it will be necessary to make enough copies of the forms included below to complete this requirement of the internship. Copies may be handwritten and mailed to the internship instructor at: Instructor Name, Dept of HHPR, Pittsburg State University, 1701 S Broadway, Pittsburg, KS 66762.

DAILY INTERNSHIP LOG
(To be used the first 3 weeks)
WEEK # ____

Name:

Day:

Date: (Month/dd/yr)

Overview of Today's Experience

Questions you have:

Vocabulary/Acronyms Learned or to learn:

Perceptions of your experience so far:

DAILY INTERNSHIP LOG (CONT'D)

Awareness of Emotions (What you have learned, feelings you have about the experience, strengths you have identified, areas you want to work on, what you need to learn, etc. Reflect on your total experience so far):

Progress toward personal goals:

WEEKLY INTERNSHIP LOG

(To be used once a week AFTER the first 3 weeks)

WEEK # ____

Name:

Day:

Date: (Month/dd/yr)

Overview of This week's Experience

Questions you have:

Vocabulary/Acronyms Learned or to learn:

Perceptions of your experience so far:

WEEKLY INTERNSHIP LOG (CONT'D)

Awareness of Emotions (What you have learned, feelings you have about the experience, strengths you have identified, areas you want to work on, what you need to learn, etc. Reflect on your total experience so far):

Progress toward personal goals:

Things you would just like to share (insights, concerns, thoughts, questions, etc.):

APPENDIX F

EVALUATION OF INTERNSHIP AGENCY

(Completed by student upon completion of internship placement)

NAME OF STUDENT: _____

NAME OF INTERNSHIP AGENCY: _____

BRIEF DESCRIPTION OF AGENCY: _____

DATES OF AGENCY AFFILIATION: FROM: _____ TO: _____

GENERAL DESCRIPTION OF INTERNSHIP DUTIES: _____

Main Goal: To provide the student and the Recreation Curriculum a means of evaluating the appropriateness of the agency as a internship site.

Directions: Following are a series of thirty-eight (38) questions which seek your judgment. You are asked to circle the numeral from 1 to 5 which best reflects your judgment. If not applicable or you don't know, circle 'NA.'

Agency Qualifications:

	Definitely	Definitely Not
1. Does the agency have recognized standing in the state/community?	1-----2-----3-----4-----5-----NA	
2. Does the agency receive community support and approval?	1-----2-----3-----4-----5-----NA	
3. Does the agency have adequate areas, facilities, and equipment to conduct its programs?	1-----2-----3-----4-----5-----NA	
4. Does the agency adhere to high standards of employment practices (i.e., adherence to standards by state and national professional organizations)?	1-----2-----3-----4-----5-----NA	
5. Does the agency employ a professionally prepared staff?	1-----2-----3-----4-----5-----NA	
6. Does the agency employ adequate staff to supervise student trainees?	1-----2-----3-----4-----5-----NA	

Agency Qualifications (continued):

	Definitely	Definitely Not
7. Does the agency provide a clear delineation of staff responsibility?	1-----2-----3-----4-----5-----NA	
8. Did the agency have previous experience with internship placement students?	1-----2-----3-----4-----5-----NA	
9. Additional comments on the above section:		

Student Orientation to the Agency:

	Definitely	Definitely Not
10. Were the goals and objectives of the agency clearly stated?	1-----2-----3-----4-----5-----NA	
11. Were you, as a student, introduced to the staff in a manner that insured your professional status?	1-----2-----3-----4-----5-----NA	
12. Was the internship program explained to the staff?	1-----2-----3-----4-----5-----NA	
13. As a internship placement student, were your responsibilities clearly identified?	1-----2-----3-----4-----5-----NA	
14. Did the agency provide in-service or educational training?	1-----2-----3-----4-----5-----NA	
15. As a student, were you provided with existing resources, materials, facilities, and/or equipment?	1-----2-----3-----4-----5-----NA	
16. As a student, were you provided with adequate guidance?	1-----2-----3-----4-----5-----NA	
17. As a student, were you provided with adequate supervision?	1-----2-----3-----4-----5-----NA	
18. Additional comments on the above section:		

Student Opportunity Within the Agency:

	Definitely	Definitely Not
19. During your internship placement, were you helped to gain an understanding and appreciation of the role, duties, and responsibilities of a full-time practitioner?	1-----2-----3-----4-----5-----NA	
20. Throughout the placement, were you provided with experiences to assist in discovering your strengths and weaknesses as a professional practitioner?	1-----2-----3-----4-----5-----NA	
21. Were you given the opportunities during the internship experience to field test theories, concepts, and philosophies developed and/or acquired through classroom experience?	1-----2-----3-----4-----5-----NA	
22. As a student in an agency, were you included in staff and/or board meetings?	1-----2-----3-----4-----5-----NA	
23. Were you involved in the planning process within the agency?	1-----2-----3-----4-----5-----NA	
24. Were you involved in a variety of program offerings by the agency?	1-----2-----3-----4-----5-----NA	
25. As a student, were you able to perform a variety of duties within the agency?	1-----2-----3-----4-----5-----NA	
26. As a student, were you able to use a variety of leadership roles and/or techniques?	1-----2-----3-----4-----5-----NA	
27. Additional comments on the above section:		

Evaluation of the Student by the Agency:

	Definitely	Definitely Not
28. Were you observed by your supervisors in the agency as often as possible during actual on-the-job performance?	1-----2-----3-----4-----5-----NA	
29. Were there regularly scheduled supervisory conferences or evaluation sessions between student and supervisor?	1-----2-----3-----4-----5-----NA	
30. Were suggestions provided for improvement, if needed?	1-----2-----3-----4-----5-----NA	
31. Was the feedback offered by your supervisor constructive?	1-----2-----3-----4-----5-----NA	
32. Was the feedback offered by your supervisor objective?	1-----2-----3-----4-----5-----NA	
33. Were various techniques and methods employed by the student and/or agency discussed?	1-----2-----3-----4-----5-----NA	
34. Was student self-evaluation encouraged?	1-----2-----3-----4-----5-----N/A	
35. At the conclusion of the internship placement, were you given a final, objective evaluation with the assistance of appropriate staff members?	1-----2-----3-----4-----5-----NA	
36. Additional comments on the above section:		

Value of the Agency Experience to the Student:

	Definitely	Somewhat	Definitely Not
37. Did association with your agency expand your knowledge of the recreation field?	1-----2-----3-----4-----5-----NA		

38. Could your experiences with the agency be helpful in regard to future advancement in the recreation field? 1-----2-----3-----4-----5-----NA

Student Exposure to the Agency:

During the course of the internship experience, indicate the amount of exposure the agency provided you in each of the following areas: (Please check appropriate space which reflects your judgment on each area of exposure.)

Area of Exposure	Ample	Adequate	None	Not Applicable
Policies and Regulations	_____	_____	_____	_____
Administrative Procedures	_____	_____	_____	_____
Staff Relations	_____	_____	_____	_____
Programs and Activities	_____	_____	_____	_____
Public Relations	_____	_____	_____	_____
Maintenance Procedures	_____	_____	_____	_____
Financial Aspects	_____	_____	_____	_____
Purchasing Procedures	_____	_____	_____	_____
Legal Aspects	_____	_____	_____	_____
Record Keeping	_____	_____	_____	_____

Additional comments on the above section:

General Information (Answer following questions in narrative form):

1. In your opinion was the agency easily accessible (proximity to Pittsburg)?

2. Was the internship program at the agency paid or volunteer?

General Information (continued):

3. Are you willing to speak to others about your internship experience? (Circle) YES NO

If so, please give your address and phone number so interested students may reach you:

4. Did your involvement with the agency encourage or discourage your future pursuit of the recreation field as a career? Why?

APPENDIX G

MID-TERM EVALUATION OF STUDENT INTERNSHIP PERFORMANCE

(To be completed during the 5th or 6th week and reviewed with student)

STUDENT'S NAME _____
STUDENT'S TITLE OR ASSIGNMENT _____
INTERNSHIP AGENCY _____
AGENCY SUPERVISOR _____ TITLE _____
DATE _____ COURSE NUMBER (circle): REC 498 REC 888
HHP 888

This evaluation should be made with care for the interest of the intern. The student's strengths and weaknesses should be carefully assessed. Be as accurate and objective as possible. Consider the total internship experience rather than isolated incidents for the basis of your evaluation. Please share the evaluation with the student through an evaluation conference with the agency supervisor.

This evaluation is intended to: 1) provide the student with internship on how she/he is doing in the placement, and 2) identify areas that may need to be worked on by the student during the remainder of the placement experience. It is designed to allow the Agency Supervisor to provide a narrative description of student progress and areas for improvement. Please be as candid as possible. Thank you.

- A. Professional Performance: discuss such areas as - establishing and work toward goals, organizational skills, good work ethic, complete tasks on or before deadline, level of skill, knowledge, and ability in completing assigned tasks, initiative, oral and written communication with others, leadership skills, respect for self and others, and traits observed.

- B. Professional Knowledge: discuss such areas as - knowledge and understanding of leisure services as a profession, displaying growth in knowledge and understanding of subject matter, ability to apply knowledge in a practical way, understands both individual and ground needs, and possesses and uses a wide variety of interests.

APPENDIX G.1
FINAL EVALUATION OF STUDENT INTERNSHIP PERFORMANCE
(To be completed the last week of the internship)

STUDENT'S NAME _____

STUDENT'S TITLE OR ASSIGNMENT _____

INTERNSHIP AGENCY _____

AGENCY SUPERVISOR _____ DATE _____

This evaluation should be made with care for the interest of the intern. The student's strengths and weaknesses should be carefully assessed. Be as accurate and objective as possible. Consider the total internship experience rather than isolated incidents for the basis of your evaluation. Please share the evaluation with the student through an evaluation conference with the agency supervisor.

The following categories should serve as a guide in completing the evaluation report.

- 5 = Superior
- 4 = Good
- 3 = Satisfactory
- 2 = Needs Improvement
- 1 = Unacceptable
- 0 = Do not know

Ratings of 4 or 5 should be given only to students demonstrating above average professional competencies.

A. Professional Performance

- ____ Establishes work goals
- ____ Achieves goals
- ____ Plans work to be accomplished
- ____ Displays ability to organize people and resources
- ____ Completes tasks on or before due date
- ____ Possesses skills commensurate with academic degree
- ____ Displays an increased skill level in all functions and areas
- ____ Critically evaluates own performance and quality of work
- ____ Motivates others
- ____ Displays ability to lead and direct
- ____ Conducts self well before groups
- ____ Displays ability to orally communicate ideas
- ____ Strives for quality in written expressions
- ____ Gains and holds respect and confidence of participants
- ____ Gains and holds respect and confidence of associates
- ____ Demonstrates initiative in developing and conducting a program
- ____ Recognizes problems and proceeds on own initiative
- ____ Delegates responsibility effectively
- ____ Produces effective solutions to disciplinary problems

Other noted performance traits: _____

B. Professional Knowledge

- _____ Displays an initial basic knowledge and understanding of leisure services as a profession
- _____ Has displayed growth in knowledge and understanding of subject matter
- _____ Ability to apply knowledge in a practical way
- _____ Ability to think independently
- _____ Possesses a wide variety of interests
- _____ Displays expanding scope of interest
- _____ Understand and is sensitive to group needs

Other noted knowledge traits: _____

C. Professional Behaviors

- _____ Is enthusiastic
- _____ Is cheerful and friendly
- _____ Exhibits pleasant, tasteful personal appearance
- _____ Maintains good health habits
- _____ Is courteous and tactful
- _____ Employs quality voice and speech presentation, tone, and inflection
- _____ Displays mature judgment
- _____ Displays sense of humor
- _____ Is consistent but fair in relationships
- _____ Is persistent but flexible
- _____ Is resourceful
- _____ Is able to adjust to situations
- _____ Displays diplomacy in relationships with colleagues
- _____ Displays evenness of disposition disposition and absence of tension symptoms
- _____ Has no distracting or irritating mannerisms
- _____ At ease with people of different ages and status
- _____ Shows imagination and creative thinking

Other noted traits: _____

D. Professional Attitude

- _____ Displays initiative and imagination
- _____ Displays zeal for the profession
- _____ Accepts assignments willingly
- _____ Actively seeks and is alert to potential learning situations
- _____ Attends professional meetings
- _____ Understands, follows, and upholds agency rules and regulations
- _____ Accepts suggestions and criticism willingly

Other noted traits: _____

Agency Supervisor Comments

Please make any additional comments, recommendations, suggestions that you may have.

Intern's strong points:

Intern's weak points:

Additional comments/recommendations:

THANK YOU!

Agency Supervisor Signature

Date

Recommended Grade (*optional*)

Student Signature

Date

APPENDIX H
INTERNSHIP READINESS CHECKLIST

The purpose of this checklist is to help students follow all of the appropriate steps that will help them obtain an excellent internship and have an excellent experience once they begin. All of these things must be completed before students will be allowed to enroll in REC 498 Internship so attention must be paid to each item.

Pre-Enrollment Requirements

_____ I have taken or am enrolled in all REC Core courses and emphasis courses as shown on your degree audit (attach a current degree audit to this checklist)

_____ I have completed or am enrolled in REC 462 Pre-Internship Seminar. Semester_____

_____ I have obtained the internship manual and completed test on the manual with 90% correct

_____ I have discussed my internship with my advisor

_____ I have completed the Internship Application Form

_____ I have discussed my internship with the Internship Instructor for the semester I will do the internship

_____ I have decided where I will do my internship and made a commitment to the agency

_____ I have completed the Internship Placement Confirmation Form or agency affiliation agreement or internship contract and given it to the Internship Instructor

_____ I have purchased personal liability insurance (if required)

_____ I have had my inoculations for Hepatitis B, Hepatitis C, TB Test, etc. (if required)

_____ I have had a criminal background check (if required)

Congratulations, you are now ready to enroll in REC 498. Take this checklist, your degree audit, Internship Application Form and Internship Placement Confirmation Form to the Internship Instructor for permission to register.

APPENDIX I

Having a Successful Internship

10 Tips for Your Internship Success

Your internship experience is one of the most important pieces of the foundation you are laying for a successful career. Since the professional world can be very different from university life, it is important that you have an understanding of some of the differences. Use these tips to help you make the most of this valuable experience.

- Clarify expectations about the internship: both the employers and yours. It is a good idea to agree upon your job responsibilities in writing.
- Take advantage of the transition time at the beginning of your internship and ask lots of questions. You are not expected to know what is going on right away, but the faster you learn the ins and outs of daily life on the job, the better off you'll be.
- Meet regularly with your supervisor to ensure that both of your expectations are being met. This is a good way for you to get feedback on your performance and helps to keep you on track with current and future assignments.
- First impressions are very important, as is maintaining good ones. It is important for you to dress, speak, write, and generally behave like a professional. Shake hands, make eye contact, smile, and be friendly and confident.
- Be observant and ask questions about appropriate behavior at the work place. Different organizations have different expectations regarding employee behavior and it is important that you learn about and conform to the corporate culture. This can include issues such as appropriate clothing, demeanor with customers, personal phone calls, and where to park your car. If you aren't sure if it's OK to eat the donuts in the company kitchen, ask first. When in doubt, err on the conservative side.
- Focus on your communication skills, both written and verbal. Proofread your written work carefully. When communicating with your coworkers choose respectful, tactful, and professional language at all times.
- Show up to work on time, when you are expected. Call if you are going to be sick or late. Don't be sick or late often. Choose your sick days with care; it will be noticed if you are not at work on important days.
- Establish good relationships with your coworkers. Be friendly, polite, helpful, and sensitive. It's good to talk with your coworkers and get to know them but beware of gossiping and complaining. Be careful about bringing personal business to work, and be sure that what you do discuss is fit for public consumption.
- Be easy to work with. Accept assignments without complaint, ask for more work when assignments are completed, and turn out good quality work. Listen carefully to instructions and ask for clarification. Learn to work as a team; be respectful of input from other team members and practice the art of compromising.
- When you leave, be sure to ask your supervisor for a letter of recommendation and keep in touch so that you can call upon him/her later when you are in need of a reference. This will also help your supervisor keep you in mind when future opportunities arise.

Taken from University of California Berkeley Career Center website

What Internship Providers Expect From Interns

Be a good worker

1. Show up early to work (5-10 minutes) or at least on time. Never late.
2. Be dressed appropriately for the work to be done---be ready to change clothes if need be.
3. Give a full day's work
4. When you have nothing assigned either ask what to do or find something to do
5. Never, ever play video games, text your friends, check personal e-mail at work
6. Learn the culture of the organization as quickly as you can and fit into it
7. Don't ask for time off unless absolutely necessary

Throughout the internship

1. Take on an increasing work load or level of responsibility
2. Take advantage of extra training opportunities—conferences, workshops, in-house training
3. Ask questions and don't be afraid to make suggestions (tactfully though)
4. Challenge yourself, step outside your comfort zone, the internship is your safety net.
5. Keep your supervisor informed of requirements for the internship (evals, etc.)
6. Earn a great recommendation

After the Internship

1. Make sure you leave on good terms----you may want a recommendation or you may want to go back there someday to work.
2. Send a follow up thank you letter to your supervisor within 1 week.

What Employers are looking for in Today's Market for Recreation employees

SKILL

1. Strong communication – especially with people with diverse background
2. Leadership & supervisory
3. Plan diverse activities – therapeutic
4. Computer skills
5. Plan, organize, implement & evaluate
6. Passion for work & strong integrity
7. Work well with others
8. Customer Service
9. Professionalism
10. Patience
11. Responsible
12. Music, Crafts, Painting, Ceramics
13. Able to think outside the box for goals and activities
14. Good judgment, creativity, problem solving
15. Customer service

KNOWLEDGE

1. Data entry and reports
2. Knowledge of professional principles, methods, procedures in recreation settings
3. Knowledge of principles, practice, techniques
4. Knowledge of cultural services—museums, libraries, recreation ops & parks
5. Knowledge of regulations, policies, ordinances & laws re: parks/recreation
6. Marketing – especially non-profit or governmental sector
7. Recreation activities and equipment
8. Know psych patient care, understanding of mental illness
9. Know how to do programming
10. Know certification or licensing
11. Regulations and accrediting standards
12. Behavior mgt techniques
13. Wheelchair and adaptive equipment
14. How to transfer pts from wheelchair

EDUCATION/CERTIFICATION

1. Sr in particular field of study
2. HS diploma
3. Valid Driver's license
4. Good driving record
5. Chauffeurs license
6. Proof of minimum qualification
7. Pre-employment physical exam
8. Lifeguard Certification
9. Proof of age
10. Can Pass a Background check
11. Current First Aid/CPR

The Seven Toughest Interview Questions

I recently ran across a article on the web titled "Answering the Seven Toughest Interview Questions." It was written by Kate Lorenz, the editor of CareerBuilder.com

I thought the article might be of interest so I am passing on the highlights of it. What follows are the seven questions with tips borrowed from Ms. Lorenz on how to answer them.

(1) **What are your weaknesses?** Take a potential weakness and turn it into a plus...such as: "I'm very detail orientated and for some positions that might not be a good fit. But for this RT position, I think it is a trait that will serve me well."

(2) **How would you solve this problem?** It is recommended that you be brief in your answer, not providing great detail.

(3) **Why did you leave your last job?** Put a positive spin on your answer. "The facility just wasn't a good fit for my innovative personality. What I learned is that organizations have distinct personalities just like people do. Now I want to concentrate my job search on facilities that value independent thinking and will allow me to prosper in that environment."

(4) **Why do you want to work here?** You'll need to have home-worked the potential employer to answer this. For instance, "I want to be a part of an organization that takes a caring approach with patients. Not all facilities really do care. I know from the reputation of your facility that you truly do care about the patients here." Another reply for a student seeking an internship might be: "Some of the very best senior therapists work here. As someone doing an internship, I'd like to learn from the best."

(5) **Tell me about yourself.** As Lorenz wrote: "This is your chance for you to shine -- but not to tell your life history. Begin by listing your traits and accomplishments you feel are relevant for the position. Don't delve into personal information unless it relates to the position you are vying for."

(6) **Tell me about the worst boss you ever had.** Lorenz suggests: "Take the high road and don't give into the temptation to vent any past frustrations." Say something like, "While none of my past bosses were awful, there are some who taught me more than others did."

(7) **What are your goals?** Lorenz suggests "This is best answered by reiterating your objective statement on your resume."

I hope these interview questions will prove to be helpful -- especially to students who are seeking internships or first positions. Best of success!

Non-verbal Communication in Job and Internship Interviews

It has been my long held belief that RT faculty don't always fully prepare their students for job interviews or, for that matter, interviews for internships. While RT students probably receive some instruction on nonverbal communication as part of their professional preparation, they may not think about their body language while in an interview situation. The MSN.com homepage recently featured an article on nonverbal communications in interviewing. A portion of that article follows:

"A lot of job candidates spend a significant amount of time worrying about what they will say during their interview, only to blow it all with their body language. The old adage, "It's not what you say, it's how you say it," still holds meaning, even if you're not talking. You need to effectively communicate your professionalism both verbally and nonverbally.

"Because watching your nonverbal cues, delivering concise answers and expressing your enthusiasm at once can be difficult when you're nervous, here's a guide to walk you through it: Have them at 'hello.' Before you walk into the interview, it's assumed that you will have done the following: prepared yourself by reading up on the company and recent company news; practiced what you'll say to some of the more common interview questions; and followed the 'what to wear on your interview' advice. So you're ready, right? Some hiring managers claim they can spot a possible candidate for a job within 30 seconds or less, and while a lot of that has to do with the way you look, it's also in your body language. Don't walk in pulling up your pantyhose or readjusting your tie; pull yourself together before you stand up to greet the hiring manager or enter their office. Avoid a "dead fish" handshake and confidently -- but not too firmly -- grasp your interviewer's hand and make eye contact while saying hello. Shake your hand, watch yourself. If you are rocking back in your chair, shaking your foot, drumming your fingers or scratching your... anything, you're going to look like the type of future employee who wouldn't be able to stay focused, if even for a few minutes. It's a not a game of charades, it's a job interview.

"Here's what To Do and what Not To Do:"

Don't:

Rub the back of your head or neck. Even if you really do just have a cramp in your neck, these gestures make you look disinterested.

Rub or touch your nose. This suggests that you're not being completely honest, and it's gross.

Sit with your arms folded across your chest. You'll appear unfriendly and disengaged.

Cross your legs and idly shake one over the other. It's distracting and shows how uncomfortable you are.

Lean your body towards the door. You'll appear ready to make a mad dash for the door.

Slouch back in your seat. This will make you appear disinterested and unprepared.

Stare back blankly. This is a look people naturally adapt when trying to distance themselves.

Do:

Sit up straight, and lean slightly forward in your chair. In addition to projecting interest and engagement in the interaction, aligning your body's position to that of the interviewer's shows admiration and agreement.

Show your enthusiasm by keeping an interested expression. Nod and make positive gestures in moderation to avoid looking like a bobble-head.

Establish a comfortable amount of personal space between you and the interviewer. Invading personal space (anything more than 20 inches) could make the interviewer feel uncomfortable and take the focus away from your conversation.

Limit your application of colognes and perfumes. Invading aromas can arouse allergies. Being the candidate that gave the interviewer a headache isn't going to do anything in your favor.

If you have more than one person interviewing you at once, make sure you briefly address both people with your gaze (without looking like a tennis spectator) and return your attention to the person who has asked you a question.

Interruptions can happen. If they do, refrain from staring at your interviewer while they address their immediate business and motion your willingness to leave if they need privacy.

Stand up and smile even if you are on a phone interview. Standing increases your level of alertness and allows you to become more engaged in the conversation.

Say Goodbye Gracefully after a few well-thought-out questions and answers with your interviewer, it's almost over, but don't lose your cool just yet. Make sure your goodbye handshake is just as confident now as it was going in. Keep that going while you walk through the office building, into the elevator and onto the street. Once safely in your car, a cab or some other measurable safe distance from the scene of your interview, it's safe to let go. You may have aced it, but the last thing you want is some elaborate end-zone dance type of routine killing all your hard work at the last moment."

Students reading this may wish to practice their nonverbal communication skills while role playing interviews.

Prepared by Dr. David Austen, Professor Emeritus – Indiana University

WHAT MAKES A PROFESSIONAL, PROFESSIONAL?

Frequent reference is made to a “professional attitude” and to “professional conduct” on the part of the persons engaged in occupations classified as professions. The field of leisure services is regarded as a profession. Individuals within the field of leisure services are expected to behave professionally. Professional conduct is not easy to define in a few words, but listed below are some of the characteristics associated with true professional status:

1. The professional worker does not require close supervision or direction. He directs himself. He plans his own activities. He works independently.
2. The professional worker does not regard himself as an employee. He does not consider himself to be working for a “boss.” He regards his supervisors as fellow professional workers, and they regard him in the same way.
3. The professional worker does not work by the hour. He does not expect to adhere strictly to a minimum time schedule. He adjusts his working hours to meet the necessities and responsibilities of his duties, without thought as to “overtime” or to a “standard work week.”
4. The professional worker does not expect to be paid by the hour. He expects the overall sum for which he has agreed to perform his duties. This pay is based upon the responsibilities involved and the professional service rendered. It cannot be measured in hours. Professions whose members regularly demonstrate this are those where compensation is highest.
5. The professional worker takes full responsibility for the results of his efforts and actions. He makes his own decisions and acts upon them. He may seek advice and council but he does not attempt to transfer responsibility for his own mistakes to others.
6. The professional worker continually seeks self-improvement. He takes advantage of every opportunity to improve his knowledge and understanding in connection with his professional duties.
7. The professional worker contributes to the skill and knowledge of the profession. He develops new ideas, plans, and materials, and gladly shares them with fellow workers.
8. The professional worker respects the confidence of others. The welfare of those he serves often requires that information concerning them remains confidential. He never violates this confidence.
9. The professional worker is loyal to his fellow workers. He never gossips about them nor about those he serves.

10. The professional worker avoids rumors and hearsay. He does not credit or repeat information received through the “grapevine.” He secures information that is important to him directly from those authorized to release it.
11. The professional worker adjusts his grievances through proper channels. He discusses them directly and with those authorized to make adjustments. He refrains from complaining and grumbling to others.
12. The professional worker meets his professional obligations. He fulfills completely all agreements and obligations entered into with fellow workers, whether they are legal or moral obligations.
13. The professional worker is sensitive to the problems of his fellow workers. He always considers the effect of his actions on the welfare of fellow workers.
14. The professional worker does not advance himself at the expense of others. He strives for promotion and advancement in the profession only on the basis of superior preparation and worthy professional performance.
15. The professional worker is proud of his profession. He always reflects to those outside the profession a pride and satisfaction in the work in which he is engaged.
16. The professional worker’s chief desire is to render service. To improve men’s welfare is the end toward which the professional worker devotes his career. The field of leisure services should exemplify this to the highest degree.

Carol Ann Peterson, Ed.D, Department of Leisure Studies, University of Illinois.

Taken from the speech “Pride and Progress in Professionalism” presented at the Midwest Symposium on Therapeutic Recreation, Rock Island, Illinois, April 11, 1980.

QUESTIONS TO HELP DETERMINE YOUR PERSONAL LEVEL OF PROFESSIONALISM

1. Am I a member of a professional association or society at the state or national level?
2. Do I understand the role and function of my membership in that society or do I see that society in terms of just services I should be receiving from it?
3. Can I succinctly state a philosophy of therapeutic recreation, rec administration or wellness?
4. Can I explain our current professional plan of credentialing and accreditation to a professional in a different field?
5. Am I aware of pending legislation that effects my clients or the delivery of my services – at the state or national level?
 - Am I involved in that legislative process?
 - Can I interpret recent legislation that has been passed in my state or nationally that effects what I do?
6. How much reading do I do in a month to keep current in my field? Do I do any?
7. Do I seek professional development opportunities to acquire specific skills or knowledge in which I am deficient?
8. Have I contributed to the body of knowledge or to the development of other professionals by writing for publications (including newsletters or blogs) or presenting at conferences, in-service trainings, or workshops?
9. Do I continuously monitor myself to assure objective analysis of my professional skills and responsibilities?
10. Do I take the time to explain the field of TR to the countless number of my fellow employees?
 - Do they know what procedures I use?
 - Or the benefits or values that can be expected from my services?
11. Do I advocate actively the leisure rights of my clients and myself?

Carol Ann Peterson, Ed.D, Department of Leisure Studies, University of Illinois. Questions taken from the speech “Pride and Progress in Professionalism” presented at the Midwest Symposium on Therapeutic Recreation,” Rock Island, Illinois, April 11, 1980



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June 15, 2009

Dear Therapeutic Recreation Student:

Congratulations on taking the first step towards demonstrating professional competence by embarking on your therapeutic recreation field placement experience!

Field placement experiences are very exciting and provide a wonderful learning experience. NCTRC wants to help you ensure that your internship goes smoothly and meets the certification standards to become a Certified Therapeutic Recreation Specialist (CTRS). Listed below are FIVE important things you should remember as you complete your field placement experience:

1. The length of the internship should be a minimum of 12 consecutive weeks and 480 hours.
2. During the internship, please be sure to work no less than 20 hours per week and no more than 45 hours per week (for NCTRC certification purposes).
3. Your internship supervisor must be employed full-time and work a minimum of 32 hours per week at the agency. At least 50% of the supervisor's duties must be in therapeutic recreation and an active CTRS on the first day of your internship. You can verify the active status of a CTRS credential by going to www.NCTRC.org.
4. The internship experience must be based on the therapeutic recreation process as defined by the NCTRC Job Analysis.
5. The internship must be a graded and credit-earning academic experience. The final grade for the completed internship must appear on your official university transcript corresponding to the semester or quarter that you completed the internship.

If we can be of any assistance to you during your field placement experience or help you prepare an application to NCTRC please e-mail us at nctrc@nctrc.org or call 845-639-1439.

We sincerely hope that your internship proves to be an extremely rewarding and enjoyable experience.

Sincerely,

Bob

Bob Riley, Ph.D., CTRS
Executive Director



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NCTRC Internship Standards

Provided below is a list of important criteria deemed necessary to be in compliance with NCTRC Internship Standards. Please adopt this checklist as a method to pre-screen potential internship agencies and field placement supervisors. Please consult NCTRC Certification Standards for further explanation.

Internship Checklist	YES	NO
Is the internship taking place after the majority of required therapeutic recreation and general recreation coursework is completed? The majority of therapeutic recreation and recreation content coursework is defined as no less than 12 semester or 18 quarter hours of coursework with at least 9 semester and 12 quarter hours in therapeutic recreation content coursework.		
Is the internship highly structured, field-centered and professionally supervised? An acceptable internship must be based on the therapeutic recreation process as defined by the knowledge and tasks in the current NCTRC Job Analysis Study.		
Is there an identified primary internship supervisor? An acceptable internship must have one identified primary supervisor. The primary supervisor works on a consistent basis with the student, coordinates all other secondary supervision and completes all evaluation materials and weekly reports pertaining to the internship experience.		
Is the CTRS supervisor employed full-time at the agency? The internship supervisor must be a full time employee and work a minimum of 32 hours per week on site with at least 50% of the job duties within therapeutic recreation service.		
Is the CTRS Supervisor actively certified? The supervisor must possess active CTRS certification status on the first day of the student's internship.		
Will there be shared responsibility between the academic unit and the selected field agency? The shared responsibility is between the faculty member and the agency therapeutic recreation supervisor to assure that students receive a quality internship experience which prepares them for practice in the field of therapeutic recreation.		
Will the internship be a minimum of 480 hours and 12 consecutive weeks? No less than 20 hours per week or more than 45 hours per week will be accepted for the internship experience. The internship experience should be continuous and uninterrupted.		
Will the internship experience take place at one agency? Internships may not be split among different agencies or accumulated over multiple sites, unless the sites are within the same agency, and under the direct supervision of the CTRS.		
Will the internship experience earn academic credit?		
Will the student be exposed to opportunities to develop skills related to the therapeutic recreation process as defined by the current NCTRC National Job Analysis Task Areas?		

Please Note: The above criteria reflect the NCTRC Standards as of January 2009. Please review the NCTRC website for notice of future standard changes.