



Therapeutic Recreation Internship Manual

REC 498

Department of Health, Human Performance,
and Recreation

Recreation Services, Sport and Hospitality
Management

Pittsburg State University

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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 Services, Sport and Hospitality Management. 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, Leisure, Sport and Hospitality 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 therapeutic recreation field including community, hospital, non-profit, and private/commercial settings. 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 professional practice.

The term **Agency** refers to one of a variety of organizations or institutions which offer programs and facilities to meet recreation, sport, hospitality 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 CTRS 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, also a CTRS, 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. 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 therapeutic recreation professional.

Basic Objectives of the Internship Experience

1. To implement the entire APIE(D) process throughout the internship.
2. 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.
3. To provide the student an opportunity to promote and broaden his/her philosophy and understandings of therapeutic recreation.
4. 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 therapeutic recreation services.
5. To enable the student to realize his/her own strengths and weaknesses.
6. To provide the student an opportunity to gain experience in leadership, supervisory and administrative functions within a therapeutic recreation agency.
7. To help the student gain an understanding and appreciation of the role, duties, and responsibilities of a full-time therapeutic recreation professional.
8. To develop the student's skill in various program areas; to increase his/her knowledge of the organization and administration of delivering therapeutic recreation services.
9. To provide the student with experiences that will enable him/her to develop sound human relations.
10. To strengthen relationships between therapeutic recreation 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. Provide opportunities to engage in the APIE(D) process throughout the entire internship
3. Provide opportunities to address all areas of the NCTRC job analysis.

4. Provide challenging and stimulating tasks that entail a significant contribution to the quality of life for persons served by the agency;
5. Offer opportunities to identify strengths and weaknesses of students' as well as agency co-workers' professional behavior;
6. Allow the student to experience many aspects of the professional world while under competent supervision and guidance;
7. Encourage interactions with professional practitioners in therapeutic recreation. Provide programming situations that 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. Allow students to implement the APIE(D) process throughout the internship.
2. Provide expertise related to theory and practice obtained in the classroom setting;
3. Provide the opportunity to improve in-service training for permanent employees;
4. Allow employers an opportunity to survey and evaluate prospective employees;
5. Provide an expanded ability to serve clientele through the contributions of the student;
6. Establish opportunities for cooperative relationships that extend beyond the internship experience
7. Provide a means for comparing in-class preparation of the student with what is practiced by the agency; and
8. Offer an opportunity to be a partner in the professional preparation of future recreation professionals.

General Internship Policies and Procedures

The Curriculum in Recreation Services, Sport and Hospitality Management 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.

Eligibility Criteria

All students must have completed the majority of all core and emphases recreation courses before enrolling in the internship course. Students may be enrolled in their final recreation courses the semester **prior** to their internship. REC 462 Pre-internship Seminar is 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 375 and 12 hours of therapeutic recreation courses.
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. Students must provide all of this documentation (with the exception of the goals) to the faculty supervisor prior to enrolling in the internship.

4. Therapeutic Recreation students are responsible for meeting NCTRC requirements for the internship. 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 internship experience. Therapeutic Recreation internships **MUST** have a Certified Therapeutic Recreation Specialist (CTRS) as their supervisor.

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.

Before the student can enroll in the internship, all required paperwork must be submitted to the internship instructor. The internship agreement must be signed by the agency supervisor. Students must be aware of the required documents by the internship agency before enrolling. This includes: background checks, immunizations, cpr/first aid certifications, liability insurance and an affiliation agreement. If any or all of the above are required by the agency, the internship instructor must know. Students are to give copies of the immunization records, cpr/first aid certifications, liability insurance certificate and affiliation agreement before starting the internship. The checklist found in the internship manual must be completed before enrolling in the internship.

Note: Students must be enrolled in the internship to receive course credit for the internship experience. The course credit is 9 – 12 hours.

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. The appropriate time to take the internship is decided after consultation between students and their designated academic advisors and therapeutic recreation faculty and completion of REC 375 and a minimum of 12 hours of TR courses. It is preferred TR students have completed all TR courses before completing their internship.

All Therapeutic Recreation students enrolled in the internship must work full-time for a **minimum of fifteen (15) weeks**. The internship **must be at least 560 hours**. This is not only a requirement by the Recreation Curriculum but also the National Council for Therapeutic Recreation Certification.

It is encouraged 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 speak with the faculty internship supervisor, their academic advisor, TR academic mentor, and industry supervisor.

The internship experience should be treated as a full-time job. Outside employment during the internship is strongly discouraged. However, work within the internship agency on a part time or as-needed basis may be acceptable

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 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 NCTRC 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 therapeutic 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. The areas of experience align with the NCTRC Job Analysis below. It is expected students are exposed to each major content area during the course of their internship.

Content Areas

Professionalism, Awareness, and Advocacy: Students should have opportunities to establish/maintain effective working relationships, create/maintain a safe/therapeutic environment, understand the importance of maintaining the CTRS®/required state credential(s), participate in in-service training/staff development (if available), learn knowledge of current TR/RT trends, enhance professional competence, adhere to professional SOP and code of ethics, participate in quality improvement process, participate in agency/professional committees (if available/allowed).

Students should have opportunities to be exposed to: establish/maintain network with organizations/advocates, advocate for rights of person(s) served, provide education to internal/external stakeholders, promote marketing/public relations, monitor legislative/regulatory changes.

Assessment: The student should have opportunities to be involved, observe, or complete the following: request/secure referrals/orders, obtain/review pertinent information, select/develop assessment methods/setting, conduct assessments, analyze/interpret results, integrate/record/disseminate results.

Plan Interventions and/or Programs: The student should have opportunities in the following: discuss results of assessment, develop/document intervention plan, develop/select interventions/approaches, develop/select protocols, utilize activity/task analysis, select adaptations/modifications/assistive technology.

Implement Interventions and/ or Programs: The student should have opportunities in the following: explain purpose/outcomes of the intervention/program, implement individual/group session(s), use leadership/facilitation/adaptation techniques, monitor/address safety, observe for response to intervention/program, monitor effectiveness of intervention/program.

Evaluate Outcomes of the Interventions and/or Programs: Students should have opportunities to: evaluate changes in functioning, determine effectiveness of individual intervention plan, revise individualized intervention plan, evaluate for additional/alternative/discharge of services, determine effectiveness of protocols/programs.

Document Intervention Services: Students should have opportunities in: document participation/adherence to intervention, document behavioral observations, document occurrences relating to risk management, document protocols/modalities, document program effectiveness.

Administration

Treatment Teams and/or Service Providers: Students should have opportunities in: identify the treatment team/community partners, provide information to team/community partners, communicate information, coordinate/integrate intervention plan, develop/provide collaborative services.

Develop and Maintain Programs: Student should have opportunities to be exposed to: maintain equipment/supply inventory, plan/coordinate support services, maintain program budget/expense records, develop/distribute schedules, identify funding sources, conduct needs assessment, conduct ongoing program evaluation, follow risk management practices.

Manage TR/RT Services: Students should have opportunities to be exposed to: comply with standards/regulations, prepare/update written plan of operation, confirm programs are consistent with agency mission, recruit/train/educate/supervise/evaluate staff, prepare/implement/evaluate/monitor annual budget, support research programs/projects, develop/conduct quality improvement plan, write summary reports of TR/RT services, identify/obtain/manage supplemental funding

Internship 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, evaluation and documentation. 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. It is still expected the student be exposed to the TR APIE-D process in this setting.

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). It is still expected the student will be exposed to the TR APIE-D process.

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 must 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 the first two weeks 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 requires an affiliation agreement 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 an internship placement until the agreement has been completely negotiated and signed by both the placement organization and the university. *Note: the agreement may be for a multi-year period of time.*

5. Students generally are not allowed to complete an 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 an 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 nine – 12 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 375 Professional Development 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 and internship instructor!**
 - 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 Appendices A - B). 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 of any agreement negotiations needed;

3. Completing **all** internship placement forms prior to enrolling in the internship;
4. Developing and submitting to the University and agency supervisor a formal, typewritten statement of goals and objectives to be met during the internship. **These goals are to be submitted within the first two weeks of the internship. The goals are to be reviewed by the agency supervisor prior to submission.**
5. Acquiring any necessary immunizations (Hepatitis B, TB, etc.), training (First Aid, CPR, etc.), liability insurance required by the agency, personal background check, and additional agreements.
6. Accepting responsibility for meeting the certification requirements (CTRS) if interested in pursuing professional certification upon graduation.
7. **All required paperwork (pages 28 - 35 in the internship manual), liability insurance (if required), affiliation agreements (if required), mandatory immunizations (if required) and any other paperwork required by the internship agency must be completed and submitted to the internship instructor before the student can enroll in the internship course.**

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 Journal Entries daily for the first 3 weeks and weekly for the remainder of the weeks. Journal entry sheets are found in the manual but students should use the electronic form found on Canvas 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 case study.** A case study is a written assignment to help students 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) progress notes (if allowed to share); 8) discharge notes (if applicable)

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.
8. Obtain an evaluation 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.
10. Keep a log sheet of weekly hours. The log sheet must be turned in on Canvas. The supervisor must sign/initial each week. The log sheet is found at the back of the internship manual within the NCTRC Student Internship Guide and on Canvas.

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

1. Completing a final report that addresses all criteria in Appendix D (See criteria - Appendix C). The report is a comprehensive collection of the entire internship.
2. Making sure the agency submits its final evaluation of the student to the University.
3. Complete the Student Evaluation of the Internship Agency form (See Appendix E).
4. Write a "thank you" letter to the agency supervisor and submit on Canvas.
5. Complete the NCTRC Student Guide found on Canvas.

The Recreation Services, Sport and Hospitality Management Curriculum

The Recreation Services, Sport and Hospitality Management 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 faculty members is 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), the faculty member will reach out to agency supervisors via email or phone call.

The responsibilities of the Recreation Curriculum, the Internship Instructor, and the student's Academic Mentor 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;
8. Maintain a communication line with the agency to monitor the student's progress (agency supervisors need to contact the 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. Follow the American Therapeutic Recreation Association Standards of Practice within their practice setting.
 - b. 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 the case study;

- c. 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);
 - d. Assume shared responsibility with the Internship instructor for relationships between the university department and the agency in regard to the internship placement; and
 - e. Confer with the student weekly as to their progress and interpret for them the content of the final evaluation that will be sent to the Internship instructor;
2. Provide students with opportunities that align with the NCTRC Job Analysis domains.
 3. 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;
 4. Provide the student with progressively challenging professional experiences that will allow the student to discover personal strengths and weaknesses as a professional practitioner;
 5. Assist in the development of the student's understanding of human relations that will enhance abilities to interact with people;
 6. Provide regular, frequent feedback to the student regarding the agency's expectations and the student's performance;
 7. Provide an opportunity for the student to practice methods and techniques of direct leadership; and
 8. Meet the agency objectives established by the Recreation Curriculum.
 9. Provide negotiation assistance with institutionally required agreements and assure the student will not begin their internship placement until the agreement 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 an internship experience is the responsibility of the academic internship instructor and fellow faculty.

Liability Insurance and 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. Students are strongly recommended to purchase liability insurance for their internship. 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**

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 employees, volunteers and interns who have access to vulnerable individuals by requiring a background check. The specific requirements for the background check are up to the supervising agency. Some require more in depth checks than others. Quite often there is a charge for these and they are not provided by the HHPR Department. Frequently the internship provider will do the background check and cover the cost. But if this is not the case students who are required to have a background check have to pay for them. There are several ways to complete a background check. Below are some links to investigate. Some will help you search your own records and others provide information on how to complete a background check in Kansas or Missouri.

- Your local police department or county sheriff's department may be able to provide you with a letter stating whether or not you have been arrested or have a criminal record at no charge.
- Kansas Bureau of Investigation can do a criminal background check for around \$20 <http://www.kansas.gov/kbi/criminalhistory/>
- There are several online background check services. These vary in cost and completeness.
 - [Free Background Check.org \(Kansas\)](http://FreeBackgroundCheck.org)
 - [PeopleVerified](http://PeopleVerified.com)
 - [Intelius](http://Intelius.com)

- [Missouri background check gateway](#)

STUDENT INTERNSHIP COURSE ENROLLMENT CHECKLIST

1. Completed REC 375
2. Have all pages in the internship manual (pages 28 – 35) completed and SIGNED.
3. The Internship Agreement, is signed by both the internship supervisor and student.
4. Have completed the following (if required by agency):
 - a. Flu shot
 - b. Copy of immunization records
 - c. CPR certification
 - d. Affiliation agreement signed by both university and agency
 - e. Additional required training
 - f. Background Checks
 - g. Liability Insurance
5. Met with internship instructor to submit ALL required internship documents
6. Met with internship instructor to review ALL expectations of student and assignments required to complete during internship

Required Assignments of Student During Internship Experience

All the assignments below must be submitted for the student to receive a grade in the course. Students who do not submit their assignments by the end of their internship will receive 0's on those remaining assignments.

1. Submit at least five goals and objectives within the first two weeks of the internship. The goals MUST be reviewed with the agency student's internship supervisor. Refer to the goal sheet found below list of assignments.
2. Submit daily journal entries the FIRST THREE WEEKS of the internship. Follow the log example found within the internship manual.
3. Submit weekly journal entries starting with WEEK FOUR of the internship. Use the same format as completed with the daily logs.
4. Complete a case study on one of the clients at the agency (with guidance from the agency supervisor). The 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(s) was implemented; 6) Evaluation of the intended outcomes; 7) progress notes (if allowed to share); 8) discharge notes (if applicable) The case study to be completed no later than Week 12.
5. 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. The major project is to be completed by the end of the last week of the internship.

6. Mid-Term Report: Students are to complete a mid-term report between weeks 5 – 8. The report is a summary of the internship up to that point. In the report, review what has been completed, your progress on your goals, self-reflection on improvements that have been made, and areas for continued growth. Also, include any areas you still desire to be exposed to or areas you are hoping to learn more about in the second half of your internship.
7. Mid-Term Evaluation: Students are to have their supervisors complete a mid-term evaluation on their performance. The evaluation is to be reviewed with the student prior to submission. The report can be sent directly to the internship supervisor from the agency supervisor or given to the student to upload to the internship instructor. The mid-term evaluation is to be submitted between weeks six – eight. The evaluation is found in the internship manual.
8. Major Project Report: Students are to complete a write up describing their major report. This needs to be completed along with the major project. In the report, students should address the following:
 - a. What the major project was
 - b. How this idea became a project
 - c. What steps were completed to finish the project
 - d. Any barriers to completing the project
 - e. The success of the project
 - f. Any documents or pictures that represent the project should be submitted as well
9. Final Evaluation: Students are to have their supervisor complete a final evaluation on their performance. The evaluation is to be reviewed with the student prior to submission. The report can be sent directly to the internship supervisor from the agency supervisor or given to the student to upload to the internship instructor. The final evaluation is to be submitted at the end of the internship. The final evaluation is found in the internship manual.
10. Student Evaluation of the Agency: Students are to complete an evaluation of the agency at the completion of their internship. The evaluation form is found in the internship manual.
11. Internship Hours Log Sheet: Students are to log their internship hours on the log sheet found at the end of the manual. The supervisor is to initial for each week and the completion of the hours. This is to be in the final notebook as well.
12. Final Report: Students are to complete a final report at the end of the semester. Refer to Appendix C for the entire outline of required items to be found in the report. The final report is due after the completion of the internship.

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 within the first two weeks 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

Student goals should align with the NCTRC job analysis. Below are the main areas of the job analysis.

1. Professionalism: Communicate with interdisciplinary teams, educate stakeholders about the profession, advocate for patients

Professional competency: Understanding trends in TR, practicing cultural competency, maintaining qualifications
2. Assessment: Understanding populations served, selecting appropriate assessment tools, gather information across functional domains, use findings to determine strengths and barriers, and create goals and objectives.
3. Planning: Utilize theories and service-delivery models, align goals and objectives to support service delivery, design programs based on clients, adapt interventions and modalities.
4. Implementation: Determine best set up for interventions, facilitate and debrief, conduct co-treatments, and adhere to risk management protocols
5. Evaluation and documentation: complete progress and discharge notes, complete summative evaluations on programs, understand how to document incidents

6. Administration: Follow plans of operations, fiscal policies, budget, follow national, state, and local regulations related to TR services

Examples of Internship Experience Goals, Objectives, and Strategies

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

1. Administer assessments with clients
 - a. Select appropriate assessment for client
 - b. Identify their strengths and areas of improvement based on the assessment
 - c. Design appropriate goals and objectives based on client assessment
 - d. Establish repertoire with the client through assessment intake
2. Design interventions for client groups
 - a. Select implementation techniques appropriate for client characteristics
 - b. Determine activity modifications prior to implementation
 - c. Understand how to determine effectiveness of intervention
3. Successfully implement interventions for clients
 - a. Be able to frontload and frame appropriately for each led intervention
 - b. Implement debrief focused on intervention's goals and clients' needs
 - c. Modify as needed during implementation
4. To be able to document progress notes
 - a. Understand agency format for progress notes
 - b. Create discharge plan for clients
 - c. Communicate with other disciplines when writing discharge notes
5. Administration
 - a. Better understand management techniques used in therapeutic recreation
 - b. Gain knowledge on how to advocate for TR services within an organization
 - c. Understand budgets used in TR settings

Appendix A

APPLICATION FOR STUDENT INTERNSHIP PLACEMENT

Complete this application and return it to the 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 all Appendices A – B in the manual are turned in you can enroll in REC 498.

Date: _____

Student Name: _____

Student Emphasis Area: _____

Student ID Number: _____

Student Phone Number: _____

Student Email: _____

Prerequisite Courses for Internship Experience(s)

REC 160 Intro to Professions	Semester Completed _____	In Progress Now _____
REC 260 First Aid & CPR	Semester Completed _____	In Progress Now _____
REC 280 Methods and Leadership	Semester Completed _____	In Progress Now _____
REC 311 Program Design & Leadership	Semester Completed _____	In Progress Now _____
REC 317 Camping & Outdoor Ed	Semester Completed _____	In Progress Now _____
REC 320 Promotion in Rec, Sport & Hosp	Semester Completed _____	In Progress Now _____
REC 419 Research in Recreation	Semester Completed _____	In Progress Now _____
REC 426 Law of the Professions	Semester Completed _____	In Progress Now _____
REC 461 Professional Conference	Semester Completed _____	In Progress Now _____
REC 375 Professional Dev. Seminar	Semester Completed _____	In Progress Now _____
REC 470/770 Admin of Rec, Sp, Hospt.	Semester Completed _____	In Progress Now _____

Required Therapeutic Recreation Pre-requisites

BIOL 257-58 Anatomy & Phys	Semester Completed _____	In Progress Now _____
REC 240 Intro to TR	Semester Completed _____	In Progress Now _____

REC 471 Theory of TR Prog & Srvc Develop Semester Completed _____ In Progress Now _____

REC 473 Diagnostic Groups in TR Semester Completed _____ In Progress Now _____

REC 465 Assmt & Document in TR Semester Completed _____ In Progress Now _____

REC 469 Interventions in TR Semester Completed _____ In Progress Now _____

REC 480 Trends & Issues in TR Semester Completed _____ In Progress Now _____

HHP 462 Adapted P.E. Semester Completed _____ In Progress Now _____

PSYCH 263 Developmental Psych Semester Completed _____ In Progress Now _____

PSYCH 571 Abnormal Psych Semester Completed _____ In Progress Now _____

Semester of Internship Placement:

Fall _____ Spring _____ Summer _____ Year _____

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 Signature: _____

Date: _____

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 REGULATION

APPENDIX B

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 agreement must be turned in to the Internship Instructor **BEFORE** beginning the internship. ***Without this form no credit will be given for the internship. (Please Print)***

Student: _____

Agency: _____

Agency Address: _____

Agency Internship Coordinator: _____

Student's Agency Supervisor: _____

Supervisor's Phone Number: _____

Supervisor's E-mail Address: _____

Is there a written affiliation agreement 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.

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 or 15 weeks (a longer period may be required by the agency)
2. Satisfactory completion of student reports as evaluated by the Internship Instructor,
3. Agency supervisor must provide a mid-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.

APPENDIX B

Internship Placement Agreement

Pittsburg State University through the Curriculum in Recreation Services, Sport and Hospitality Management agrees to award nine (9) semester credits for REC 498 to _____ (student name) 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 and carry liability insurance 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. If the agency requires background checks and liability insurance, the agency is responsible for notifying the student prior to the internship in order for the student to complete the required documentation. If an affiliation agreement is established between the internship agency and the university, the requirement of a background check and liability insurance must be written within the agreement.

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.

Student Signature: _____

Date: _____

Agency Supervisor Signature: _____

Date: _____

Academic Internship Instructor Signature: _____

Date: _____

Internship Hours & Assignments Acknowledgement

Students must complete at least 560 hours and 15-weeks in order to fulfill requirements for the Therapeutic Recreation internship.

Students must also submit all internship coursework in order to receive their final grade in the internship course. Students will receive an incomplete until all hours, weeks, and assignments are completed.

I understand in order to fulfill the internship requirements, I must complete 560 hours and 15-weeks for the internship. I also understand all assignments must be submitted on Canvas in order to receive the final grade for the internship.

Student Signature: _____

Date: _____

INTERNSHIP PLACEMENT CONFIRMATION FORM

Part B

STUDENT CONTACT INFORMATION

(To be completed by the student)

Best Emergency Contact:

Name: _____

Phone Number: _____

Best Student Contact:

Phone Number: _____

E-mail Address: _____

Address during Internship:

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

APPENDIX C

OUTLINE FOR FINAL INTERNSHIP REPORT (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. ***There must be a Table of Contents in the front.***

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 notebook which relate directly to the areas below. All brochures, pictures, or other resource materials that pertain to the agency should be included in an addendum to the report. 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. Some internships may go through the final day of the semester. Special considerations will be made for those internships/students.

Each of the following areas and sub-topics should be addressed in every section of the internship notebook. 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 notebook. Please use headings and provide a table of contents. ***Be sure to provide your personal observations and critiques throughout each section of the notebook.***

A. Agency Description

1. Brief one-page description of internship placement (agency, location, major duties - *limit one page max, please*)
2. Goals and objectives of overall system and units involved
3. Organizational structure (include organizational chart, job titles/job descriptions)
4. Policy-making procedures (how are written policies made, advisory boards used, etc.)
5. Fiscal resources (budgeting process, funding sources and copies of budgets)
6. Areas and facilities (descriptions, development, maintenance and security)
7. Risk management policies or procedures (liability, accident reports, insurance, etc.)
8. Promotion/marketing efforts (pricing of services, patient/client program inclusion, contracting, include examples of advertising or in-house promotion)
9. 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; discuss two takeaways learned about the clientele served
4. Group/individual leadership undertaken by you (be specific & descriptive); explain at least three takeaways based on the leadership roles you held during your internship

C. Evaluation Efforts

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

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)
4. Discuss if this training was beneficial to your overall internship and career outlook

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
4. Describe at least two lessons learned from the special projects completed

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 D

Your Internship Journal Entry: Learning by Reflecting What is the Internship Journal Entry?

The internship journal entry 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 journal entry 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 journal 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 journal entries? How do I submit them?

You are expected to go online and download the appropriate form from the Internship Manual or the Canvas page (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.

**Document and Format for
Journal Entries**

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 Entry (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:

APPENDIX E

EVALUATION OF INTERNSHIP AGENCY

(Completed by student upon completion of internship placement)

NAME OF STUDENT: _____

NAME OF INTERNSHIP AGENCY: _____

BRIEF DESCRIPTION OF AGENCY: _____

Start and end date of internship: _____

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 an internship site.

Directions: Following are a series of thirty-eight (38) questions which seek your judgment. You are asked to add the numeral from 1 to 5 or NA which best reflects your judgment.

5 – Definitely

4 – Probably/Very Probably

3 – Possibly/Undecided

2 – Probably Not

1 – Definitely Not

NA – Not Applicable

Agency Qualifications:

Your Answer (1-5 or NA)

Does the agency have recognized standing in the state/community? _____

Does the agency receive community support and approval? _____

Does the agency have adequate areas, facilities, and equipment to conduct its programs? _____

Does the agency adhere to high standards of employment practices (i.e., adherence to standards by state and national professional organizations)? _____

Does the agency employ a professionally prepared staff? _____

Does the agency employ adequate staff to supervise student trainees? _____

Does the agency provide a clear delineation of staff responsibility? _____

Did the agency have previous experience with internship placement students? _____

Additional comments on the above section:

Student Orientation to the Agency:

Were the goals and objectives of the agency clearly stated? _____

Were you, as a student, introduced to the staff in a manner that insured your professional status? _____

Was the internship program explained to staff? _____

As an internship placement student, were your responsibilities clearly identified? _____

Did the agency provide in-service or educational training? _____

As a student, were you provided with existing resources, materials, facilities, and/or equipment? _____

As a student, were you provided with adequate guidance? _____

As a student, were you provided with adequate supervision? _____

Additional comments on the above section:

Student Opportunity Within the Agency:

During your internship placement, were you helped to gain an understanding and appreciation of the role, duties, and responsibilities of a full-time practitioner? _____

Throughout the placement, were you provided with experiences to assist in discovering your strengths and weaknesses as a professional practitioner? _____

Were you given the opportunities during the internship experience to field test theories, concepts, and philosophies developed and/or acquired through classroom experience? _____

As a student in an agency, were you included in staff and/or board meetings? _____

Were you involved in the planning process within the agency? _____

Were you involved in a variety of program offerings by the agency? _____

As a student, were you able to perform a variety of duties within the agency? _____

As a student, were you able to use a variety of leadership roles and/or techniques? _____

Additional comments on the above section:

Evaluation of the Student by the Agency:

Were you observed by your supervisors in the agency as often as possible during actual on-the-job performance? _____

Were there regularly schedule supervisory conferences or evaluation sessions between student and supervisor? _____

Were suggestions provided for improvement, if needed? _____

Was the feedback offered by your supervisor constructive? _____

Was the feedback offered by your supervisor objective? _____

Were various techniques and methods employed by the student and/or agency discussed? _____

Was student self-evaluation encouraged? _____

At the conclusion of the internship placement, were you given a final, objective evaluation with the assistance of appropriate staff members? _____

Additional comments on the above section:

Value of the Agency Experience to the Student:

Did association with your agency expand your knowledge of the recreation field? _____

Could your experiences with the agency be helpful in regard to future advancement in the recreation field?

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 insert **ample, adequate, none, or not applicable** in the spaces below to reflect your judgment on each area of exposure.)

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 section above:

General Information (Answer following questions in narrative form):

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

Was the internship program at the agency paid or volunteer?

Are you willing to speak to others about your internship experience? YES NO

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

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

APPENDIX F

MID-TERM EVALUATION OF STUDENT INTERNSHIP PERFORMANCE

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

Internship Agency: _____

Agency Supervisor: _____

Title: _____

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.

This evaluation is intended to: 1) provide the student with information and feedback 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.

1. 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.
2. 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 group needs, and possesses and uses a wide variety of interests.
3. Professional Behaviors. Discus such areas as enthusiasm, friendly, cheerful, personal appearance, health habits, courtesy and tact with clients and staff, judgment, sense of humor, persistence, flexibility, completeness of work, attention to detail, concern for others, resourcefulness, initiative, adaptive, diplomacy, mannerisms, ability to work with various types of people and, imagination and creativity.

4. Other comments, recommendations, suggestions (include areas of strength & improvements).

5. Revisions and Modifications to student goals (if any)

6. New goals or goals for improvement (if any)

Agency Supervisor's Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX G
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.

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: _____

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: _____

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 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: _____

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 areas of strength:

Intern's areas for improvement:

Additional comments/recommendations:

Agency Supervisor Signature (optional): _____

Date: _____ Recommended Grade: _____

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 375. Semester:
- ✓ I have obtained the internship manual
- ✓ 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 an 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 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

"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 adopt 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:

- The professional worker does not require close supervision or direction. He directs himself. He plans his own activities. He works independently.
- 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.
- 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.”
- 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.
- 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.
- 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.
- 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.
- 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.
- The professional worker is loyal to his fellow workers. He never gossips about them nor about those he serves.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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, hospitality 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 affects my clients or the delivery of my services – at the state or national level?
6. Am I involved in that legislative process?
7. Can I interpret recent legislation that has been passed in my state or nationally that effects what I do?
8. How much reading do I do in a month to keep current in my field? Do I do any?
9. Do I seek professional development opportunities to acquire specific skills or knowledge in which I am deficient?
10. 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?
11. Do I continuously monitor myself to assure objective analysis of my professional skills and responsibilities?
12. Do I take the time to explain the field to the countless number of my fellow employees?
13. Do they know what procedures I use?
14. Or the benefits or values that can be expected from my services?
15. 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

Documentation of Hours During Internship: Time Log of Hours

Week	Date	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Work Hrs.	Initials
1	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
2	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
3	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
4	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
5	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
6	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
7	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
8	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
9	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
10	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
11	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
12	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
13	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
14	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data
15	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data	Insert data

Total Hours for 15 Weeks _____

Log sheet is to be completed at the end of each week. The supervisor is to initial at the end of each week.