

**Student/Agency Manual for Internship
in Therapeutic Recreation**

**School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197**

**Revised 2008
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Contents

Introduction.....	4
Purpose and Objectives.....	5
Eligibility.....	6
General Guidelines.....	7
Student Responsibilities and Objectives.....	8-9
University Supervisor Responsibilities.....	9
Agency Supervisor Responsibilities.....	10-11
Internship Project.....	11-12
Internship Notebook.....	13
Weekly Report.....	14
Evaluation Form.....	15-21
University/Agency Agreement Form.....	21
Application for Internship.....	22
NCTRC Job Analysis Task Areas.....	23

Introduction

The Therapeutic Recreation Internships are offered for credit by Eastern Michigan University and are required of all students majoring in Therapeutic Recreation at the University. The Therapeutic Recreation program is housed within the College of Education.

The term "internship" refers to a supervised educational work experience within a health-care or human service agency. Since this experience constitutes a substantial amount of the student's academic preparation in the therapeutic recreation major, it is considered a vital pre-professional experience. The Student, Agency and University should recognize the relative importance of the internship experience in the student's overall education.

The internship is a cooperative arrangement between the Department of Health, Physical Education, Recreation and Dance at Eastern Michigan University, and an approved agency where the student obtains pre-professional leadership, supervisory, and/or administrative experience of a practical nature under the supervision of qualified and experienced personnel from both the Agency and University.

The opportunity to engage in the practical application of theories and guidelines learned in the classroom is afforded each student through the Internship program. It is through the Internship program that the student comes to realize his/her skills, professional stature and professional goals. Some may choose to immediately pursue a career in a health related field while others may feel they need more education before making career decisions. Whatever the choice, the individual student will have matured through his/her involvement in the Internship program.

This manual has been developed to provide specific details regarding the Internship program in the Department of Health, Physical Education, Recreation and Dance at Eastern Michigan University. It serves three distinct purposes:

- 1) to provide the student agency and university supervisors with details regarding policies, procedures and responsibilities of the student, agency and university.
- 2) to promote communication and understanding between the triad of participants in the Internship program (student, agency, university).
- 3) to define the Internship program through delineation of its goals, objectives, and procedures.

Purpose of the Internship Program

The purpose of the Internship program is to provide a planned transition from the university curriculum to a professional setting. In the Internship experience the student will test the practical application of the theories of therapeutic recreation practice in the agency setting under the guidance and supervision of an agency professional and a university faculty member. The therapeutic recreation internship experience involves participation in a therapeutic recreation program of an agency or institution under the supervision of a nationally certified Therapeutic Recreation Specialist (CTRS) who demonstrates in practice the delivery of the "TR Process". As part of the Internship experience the student is evaluated by the agency supervisor and university supervisor. In addition, the student continually reviews his/her own knowledge, skills, accomplishments and professional growth as they apply to preparation for entry into the health-care and human services professions.

Objectives/Competencies of the Internship Program

- 1) Understand the nature of the agency and the role of the CTRS at such an agency.
- 2) Conduct client assessments using a variety of methods (i.e. interview, observation, standardized instruments) as a basis for appropriate interventions.
- 3) Apply techniques of activity analysis, selection and adaptation.
- 4) Integrate activity leadership skills.
- 5) Develop an individualized treatment program using the TR Process.
- 6) Apply a variety of facilitation techniques which reflect best practices in conducting programs/interventions.
- 7) Demonstrate documentation of client behavior and effectiveness of interventions which includes discharge summaries.
- 8) Basic understanding of organizing and managing services within the TR department.
- 9) Demonstrate the ability to effectively communicate with disciplinary teams.
- 10) Familiarity with advocacy and public relation efforts of TR within and outside the agency.

Eligibility for Internship

Only students who have fulfilled the following criteria will be eligible for the internship:

- 1) Completion of all coursework
- 2) 2.75 grade point required in major coursework
- 3) Completion of 250 clinical field work hours
- 4) A copy of students current First Aid and C.P.R. certificate
- 5) Proof of personal liability insurance
- 6) Approval of the University Therapeutic Recreation Director

In addition many clinical agencies now require:

- 1) Evidence that shows all immunizations are up to date
- 2) Hepatitis B immunization
- 3) TB vaccine
- 4) A recent physical (you may want to do this while you are still on your parent's health plan)
- 5) Bloodborne pathogen training

It is imperative for the student to discover specific agency requirements in advance so that the Internship may begin without delay during the appropriate semester.

First Aid & C.P.R. Certification

Before you register for your internship you need to have on file, with the University TR Director, a copy of your current First Aid and CPR certificate. Classes are offered at EMU or through the American Red Cross.

W.S.I.

Many agencies, especially in rehabilitation settings, recommend that students have a current W.S.I. or Lifesaving certificate. If you plan to perform an internship in a rehabilitation facility and/or have an interest in aquatics you should plan to obtain a Water Safety Instructor certificate sometime during your senior year.

General Guidelines

- 1) A student may take additional classes while serving his/her internship only in "special circumstances" and when approved by both the Agency and University Supervisor. Arrangements must be approved in writing at least 10 weeks prior to the internship.
- 2) A student may receive a salary while engaged in the internship.
- 3) A student is expected to select his/her own internship site. The University TR Director, will provide assistance if needed.
- 4) An internship site must have a currently certified Therapeutic Recreation Specialist (CTRS). NCTRC will not grant you certification if your internship experience was supervised by someone without a valid CTRS credential in place at the start of your internship. (Check this when you inquire about placement and make sure you have a copy of the supervisor's certification card for your own records).
- 5) The internship site must allow the student to practice the "TR Process" as defined by the knowledge and skills in the NCTRC Job Analysis Study. This means assessment for the purpose of intervention, individual program/treatment planning, evaluation of individualized program/treatment plan, documentation, working with disciplinary teams and human service providers, organizing and managing services, outreach/advocacy; public relations, and professional development. **Please use the "NCTRC Job Analysis Task Area" form on page 23 as a guide during the student's educational development.**
- 6) Internship verification should occur at least 10 weeks before the start of the internship.
- 7) Permission must be given by the University TR Director as to:
 - a) suitability of the proposed internship site
 - b) eligibility of the student to enroll for the internship

Student Responsibilities

- 1) The student is required to work a minimum of 40 hours a week for a minimum of 15 weeks (600 hours). Any anticipated deviation from these time frames must be discussed in advance with the University TR Director (at the time of the Internship Application due date).
- 2) The student will complete the following:
 - a) an internship notebook
 - b) weekly reports
 - c) project
- 3) Students are required to make contact with the University TR Supervisor through weekly reports and by phone.
- 4) Students are expected to attend a pre-internship meeting and other meetings as they are scheduled by the University TR Director.
- 5) Students are expected to bear all expenses incidental to living in the area of the internship placement including housing costs.
- 6) Students should acquaint themselves with the clinical affiliation agreement between the agency and EMU to satisfy the provisions relevant to students.
- 7) Students are expected to accept responsibility for (a) notifying the agency supervisor when absence from work is necessary, (b) appropriate dress for all assignments, and (c) personal and professional behavior which is consistent with the American Therapeutic Recreation Association Code of Professional Ethics.

Student Objectives

- 1) To become aware of domain characteristics and needs of the patient/consumer.
- 2) To become aware of therapy interventions and your role in team treatment
- 3) To enhance knowledge of self and the group dynamics process to better aid in a therapeutic treatment process and leadership setting.
- 4) To apply theoretical frameworks in practice settings.
- 5) To enhance written and verbal communication skills relative to personal interactions and written and verbal assessments.
- 6) To develop appropriate assessment, evaluation, judgment, and decision making techniques relative to clients/patients/consumers.
- 7) To develop and plan treatment interventions for clients/patients/consumers.

Student Objectives (continued)

- 8) To document patient/consumer progress and adapt treatment plans accordingly.
- 9) To become familiar with various community programs clients may be referred to.

University Supervisor Responsibilities

- 1) Will contact the Agency Supervisor and Student by phone at least twice during the internship.
- 2) Will make at least one visit during the internship to confer with the Student and Agency Supervisor (in-state).
- 3) To select, in collaboration with the student, an internship placement that will allow the student to gain the kind of experience s/he is seeking and to begin to develop the skills and knowledge of a professional in the health-care and human services field.
- 4) To represent the University in all official arrangements with cooperating agencies.
- 5) To review and evaluate all student written assignments due to the University.
- 6) To determine the final grade for the internship student through consultation with the Agency Supervisor.
- 7) To maintain open communication at all times with the agency concerning their cooperation and supervision of the student.

Agency Supervisor Responsibilities

- 1) Become familiar with the objectives and procedures established by the University for the internship experience.
- 2) Orient the Student to the policies and objectives of the Agency and Department and establish a weekly schedule of work activities. It is suggested that this be done at the beginning to enable the Student to gain a better understanding of his/her involvement in the total operation of the Agency during the internship period. Assign initial tasks within the Student's abilities and gradually upgrade the assignments and responsibilities.
- 3) To acquaint student with the organizational hierarchy (organizational chart), and administrator's policies regarding organizing, directing evaluating work performances.

Agency Supervisor Responsibilities (continued)

- 4) Involve the student in as many program operations as is feasible.
 - a) Leadership
 - b) Supervisory
 - c) Administration
- 5) Expose students to total operations of department program.
 - a) Reports (client and departmental)
 - b) Departmental meetings
 - c) Intra-institutional meetings
 - d) Public relations
 - e) Budgeting
- 6) Train students on implementing the TR Process of assessment, treatment planning, implementation of the plan and evaluation of outcomes related to client progress.
- 7) Provide the student with meaningful experiences throughout the internship period. It is expected the Student would be involved in most facets of the Department's operation.
- 8) Students should be supervised by a designated supervisor with N.C.T.R.C. certification. Interns should meet on a regular basis with the supervisor to review their experiences, set goals and evaluate their performance.
- 9) Assign projects the s/he feels will enhance the student learning experience, while at the same time providing a service to the institution/agency.
- 10) Engage the student in weekly meetings which focuses on concerns, reflections, and performance. Verbal evaluation/suggestions is an ongoing process.
- 11) Complete two (2) evaluations of the Student's performance during the internship period. (form included). All individuals involved in the Student's supervision should be consulted for the evaluation. Following completion of the evaluation, the Agency Supervisor should discuss the evaluation with the Student and provide an opportunity for the Student to respond. The Agency Supervisor should forward each completed evaluation form to the University TR Director.

Internship Project

- I. Criteria for the Internship Project
 - A) That it will make a meaningful and significant contribution to the Agency.
 - B) That it is meaningful to the Student.
 - C) That it will be a learning experience for the Student.
- II. Examples of Types of Internship Projects
 - A) Research
 - 1) Develop and implement an interest survey.
 - 2) Accessibility study
 - 3) Preparation of grant
 - 4) Feasibility study
 - B) Resource
 - 1) Volunteers manual
 - 2) Public relations brochure
 - 3) Guide book
 - C) Program
 - 1) Plan, implement, evaluate a new program/protocol
- III. Format for the Proposal
 - A) Purpose of the Project
 - B) Introduction
 - 1) State the problem and/or need for the project.
 - 2) Present a rationale which includes the contributions of the project.
 - C) Objectives
 - 1) Measurable objectives (outcomes you expect to achieve).

Method

 - 1) Describe how the project will be conducted.
 - 2) Include a time table of how you plan to proceed.
 - E) Evaluation
 - 1) Describe how the project will be evaluated. (How will you determine its effectiveness?).

IV. Guidelines for writing/approval of the Proposal

- A) Approximately two typewritten pages.
- B) Outline form when appropriate.
- C) Approval of the proposal must be secured from the University Supervisor and Agency Supervisor prior to starting the project.

V. Guidelines to consider for writing/evaluating the Internship Project

- 1) Show consistency between proposal and project
- 2) Cooperate with others as necessary
- 3) Ability to work independently on project
- 4) Conduct necessary research on project
- 5) Seek help and information when necessary
- 6) Demonstrate value of project to the Agency/Department
- 7) Demonstrate quality in organization, content and appearance

- VI. Due Date: Due to the Agency Supervisor within 10 days of the Student's last day of work.
of Project Due to University TR Supervisor at conclusion of internship.

Internship Notebook

1) Value and Purpose of an Internship Notebook

Collection of materials which could be valuable to have as a reference when someday employed.

2) Materials to Collect

Depending on the type of agency, the following are suggested content areas from which to collect information:

- a) Program - planning, operation, evaluation, assessment forms.
- b) Financial Management - budget, cost-benefit analysis, record-keeping.
- c) Administration - policies, procedures, continuous quality improvement instruments.
- d) Personnel Practices - job descriptions, staff evaluation forms.
- e) Public Relations - examples of intra and inter agency cooperation, publicity brochures, inservice training outlines, community advocacy efforts, press releases.
- f) Facility Design - specifications, ADA compliance.
- g) Professional Development - conferences, writing articles, advocacy.
- h) Maintenance - materials, work schedules, equipment, indoor/outdoor areas and facilities.
- i) Leadership - program, staff, community.
- j) Research - design, implementation, evaluation.

3) Format

Logical, organized and usable system. Allow space and use a method that which enables continuation of the file for future additions.

4) Due Date: Due to Agency Supervisor within 10 days of the intern's last day of work.

Weekly Report

Eastern Michigan University
Therapeutic Recreation Internship

NAME _____ REPORT NO. _____ DUE DATE _____

STUDENT'S SIGNATURE _____

HOURS WORKED FOR THE WEEK _____

DAYS ABSENT FROM WORK _____ (Not scheduled days off)
REASON:

WEEKLY ACTIVITY REPORT

Write a report for each of the following:

- 1) Record all meetings, conferences, in-service training
- 2) Daily record of duties, including dates and length of time.
- 3) Discuss any satisfying experiences and how they related to your personal and/or professional growth.
- 4) Discuss any situations which created anxieties and/or concerns.
- 5) Attach copies of flyers, brochures, news items, or other items for which you have had total responsibility.

RETURN TO: Therapeutic Recreation Director
363 Marshall Building
School of Health Sciences
Eastern Michigan University
Ypsilanti, MI 48197

4. Enthusiasm							
(a)	Eagerly attacks jobs	5	4	3	2	1	N/A
(b)	Keenly interested in things and people	5	4	3	2	1	N/A

Comments:

5. Alertness							
(a)	Sensitivity to participate in activities	5	4	3	2	1	N/A
(b)	Sees immediately the needs of a situation	5	4	3	2	1	N/A

Comments:

6. Dependability							
(a)	Punctual and efficient	5	4	3	2	1	N/A
(b)	Carries work through to completion	5	4	3	2	1	N/A

Comments:

7. Initiative							
(a)	Starts jobs without suggestions or prodding	5	4	3	2	1	N/A
(b)	Takes responsibility for beginning or originating action	5	4	3	2	1	N/A

Comments:

8. Considerateness							
(a)	Respects opinions and wishes of others	5	4	3	2	1	N/A
(b)	Courteous, friendly and thoughtful	5	4	3	2	1	N/A

Comments:

9. Appearance							
(a)	Neat and well groomed	5	4	3	2	1	N/A
(b)	Appropriately dressed	5	4	3	2	1	N/A

Comments:

Professional Competencies

1.	Demonstrates competencies in:						
	(a) Administrative practice	5	4	3	2	1	N/A
	(b) Financial procedures	5	4	3	2	1	N/A
	(c) Public relations	5	4	3	2	1	N/A
	(d) Care of equipment/facilities	5	4	3	2	1	N/A

Comments:

2.	Communications: Verbal and Written						
	(a) Has command of English; conveys ideas clearly	5	4	3	2	1	N/A
	(b) Has a pleasing and effective voice	5	4	3	2	1	N/A
	(c) Has ability to write effectively and correctly	5	4	3	2	1	N/A
	(d) Has ability to state opinion before a group	5	4	3	2	1	N/A

Comments:

3.	Resourcefulness						
	(a) Has ability to solve problems	5	4	3	2	1	N/A
	(b) Is imaginative and creative	5	4	3	2	1	N/A
	(c) Has a variety of program ideas	5	4	3	2	1	N/A
	(d) Used time efficiently and effectively	5	4	3	2	1	N/A

Comments:

4.	Leadership						
	(a) Instills confidence in others	5	4	3	2	1	N/A
	(b) Stimulates participants to effort	5	4	3	2	1	N/A
	(c) Displays adaptability in varied and/or unexpected situations	5	4	3	2	1	N/A
	(d) Delegates responsibilities effectively	5	4	3	2	1	N/A
	(e) Plans with people rather than for them	5	4	3	2	1	N/A
	(f) Recognizes and responds to needs and wishes of others	5	4	3	2	1	N/A
	(g) Shows awareness of individual differences and limitations	5	4	3	2	1	N/A

Comments:

5. Cooperativeness							
(a)	Works well with and adjusts to people	5	4	3	2	1	N/A
(b)	Accepts suggestions and criticisms graciously	5	4	3	2	1	N/A
Comments:							
6. Professional Attitude/Behavior							
(a)	Has a sincere interest in profession	5	4	3	2	1	N/A
(b)	Evaluates own work, sets goals for improvement	5	4	3	2	1	N/A
(c)	Is familiar with professional literature	5	4	3	2	1	N/A
(d)	Searches for more knowledge through experience, meetings, inquiries, etc.	5	4	3	2	1	N/A
Comments:							
7. Professional Ethics							
(a)	Demonstrates fairness in service provision	5	4	3	2	1	N/A
(b)	Demonstrates confidentiality	5	4	3	2	1	N/A
(c)	Searches for more knowledge	5	4	3	2	1	N/A
(d)	Keeps commitments	5	4	3	2	1	N/A
(e)	Demonstrates honesty and forthrightness	5	4	3	2	1	N/A
(f)	Benefits clients, does not cause physical/emotional harm	5	4	3	2	1	N/A
(g)	Follows rules & regulations	5	4	3	2	1	N/A
Comments:							
8. Clinical Skills							
(a)	Interviewing skills	5	4	3	2	1	N/A
(b)	Observation skills	5	4	3	2	1	N/A
(c)	Standardized testing skills	5	4	3	2	1	N/A
(d)	Problem identification/goal setting/writing measurable objectives	5	4	3	2	1	N/A
(e)	Selecting appropriate activity interventions	5	4	3	2	1	N/A
(f)	Using self as a therapeutic tool/ability to develop a therapeutic relationship	5	4	3	2	1	N/A
(g)	Progress notes/discharge summaries	5	4	3	2	1	N/A
(h)	Evaluation/Quality Improvement methods	5	4	3	2	1	N/A
Comments:							

Only complete items 8-9 during the final evaluation

8. Project							
(a)	Promptness	5	4	3	2	1	N/A
(b)	Logical and appropriate	5	4	3	2	1	N/A
(c)	Thoroughness	5	4	3	2	1	N/A
(d)	Benefit to agency	5	4	3	2	1	N/A
9. Internship Notebook							
(a)	Well organized	5	4	3	2	1	N/A
(b)	Thoroughness	5	4	3	2	1	N/A
(c)	Neatness	5	4	3	2	1	N/A

II. Overall Evaluation

Consider the following criteria in addition to any evaluative information particularly relative to your agency. What is your overall rating of the student's performance.

Rating Scale

- | | | |
|----|----------------|---|
| 5. | Excellent | Represents an "A" for the Internship. Student had consistently exceeded expectations. |
| 4. | Above Average | Represents a "B" for the Internship. Student had occasionally exceeded expectations. |
| 3. | Average | Represents a "C" for the Internship. Student consistently achieved what was expected. |
| 2. | Below Average | Represents a "D" for the Internship. Student occasionally failed to achieve what was expected. |
| 1. | Unsatisfactory | Represents an "E" for the Internship. Student consistently failed to achieve what was expected. |

Based on the student's total performance it is suggested that he/she would be rated:

- (___) Excellent
- (___) Above Average
- (___) Average
- (___) Below Average
- (___) Unsatisfactory

Signature _____

Title _____

Agency _____

Date _____

Student's Name _____

**School of Health Sciences
University/Agency Agreement Form**

Agency _____

Agency: Please check the appropriate option from below

_____ This agency will accept the following student as an intern in therapeutic recreation for the period and under the specifications listed below:

Name of Student _____

Starting Date _____ Terminating Date _____

Salary per week (if any) _____

_____ This agency does not accept the student as an intern.

State reason:

Name of Agency

Agency Representative

Date

Title

To be returned to the University Supervisor of the Internship in Therapeutic Recreation

RETURN TO: Therapeutic Recreation Director
363 Marshall Building
School of Health Sciences
Eastern Michigan University
Ypsilanti, MI 48197

Application for Internship

1. To be completed by Student

Name _____ Date _____

Campus/Home Address _____

Campus/Home Telephone _____

Expected Date of Graduation _____

Preferred Semester for Internship _____

Preferred Location/Agency Please provide name and address of agency:

1) _____

2) _____

2. To be completed by Advisor

Overall GPA (2.5 required) _____

Major GPA (2.75 required) _____

Graduation Audit completed _____

250 Field Hours completed _____

All course work completed _____

_____ Recommend

_____ Not Recommend

Remarks:

Academic Advisor: _____

Application must be submitted one semester before internship experience

NCTRC Job Analysis Task Areas

NCTRC Standards require that candidates gain exposure to the components of the NCTRC Job Analysis Task Areas. While it is not mandatory that candidates be exposed to all the subcategories within each task area, each of the main task areas must be completed.

Task Area	Date Exposure	Task Area	Date Exposure
Agency and TR Service Plan 1. Identify and analyze agency mission 2. Identify and analyze the populations served 3. Identify and analyze agency standards 4. Identify and analyze resources for Services 5. Develop statement of purpose and goals 6. Develop specific programs 7. Identify and analyze funding sources 8. Prepare written plan of operation	<input style="width: 100px; height: 20px;" type="text"/>	Documentation 28. Record progress and intervention outcomes 29. Document incidents for risk management 30. Maintain allocation and expense records 31. Write summary reports of TR Services 32. Prepare and report quality improvement data	<input style="width: 100px; height: 20px;" type="text"/>
Assessment For TR Intervention 9. Request and secure referrals 10. Obtain and review pertinent background 11. Select assessment instruments 12. Interview person served and relevant others 13. Administer instruments to assess 14. Observe behavior of the person served 15. Analyze and interpret assessment results 16. Integrate the information collected	<input style="width: 100px; height: 20px;" type="text"/>	Treatment / Service Teams 33. Provide information to team members 34. Integrate intervention plan 35. Convey information to team members 36. Develop and provide collaborative services	<input style="width: 100px; height: 20px;" type="text"/>
Individualized Intervention Planning 17. Discuss results of assessment 18. Develop and document intervention goals 19. Develop and document discharge plan	<input style="width: 100px; height: 20px;" type="text"/>	Organizing and Managing Services 37. Comply with standards and regulations 38. Recruit, train, supervise, and evaluate staff 39. Develop TR internship program 40. Provide mentorship to TR staff and interns 41. Prepare TR service fiscal plan 42. Participate in quality improvement process 43. Respond to concerns of the person served 44. Participate in committees 45. Maintain equipment and supply inventory 46. Participate in the research process	<input style="width: 100px; height: 20px;" type="text"/>
Implementation of TR Services 20. Implement individualized intervention plan 21. Establish therapeutic relationship 22. Create a safe and therapeutic environment 23. Collect and document information 24. Act as a resource in the delivery of services	<input style="width: 100px; height: 20px;" type="text"/>	Outreach, Advocacy, Public Relations 47. Establish and maintain networks 48. Advocate for rights 49. Advocate for inclusionary services 50. Provide support and education 51. Promote TR Services and the profession	<input style="width: 100px; height: 20px;" type="text"/>
Evaluation of Intervention Plan 25. Evaluate functioning and progress 26. Monitor and determine effectiveness 27. Revise individualized intervention plan	<input style="width: 100px; height: 20px;" type="text"/>	Professional Development 52. Maintain competence and credentials 53. Participate in inservice training 54. Maintain knowledge of trends and standards	<input style="width: 100px; height: 20px;" type="text"/>