Eastern Michigan University



Therapeutic Recreation

Information Packet

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Welcome to Eastern Michigan University, Therapeutic Recreation Information Packet. This packet is designed to provide both the current and prospective student with information about the field of Therapeutic Recreation.

Since 1971 Eastern Michigan has been proud to offer a Bachelors of Science Degree in Therapeutic Recreation, providing a program dedicated to the personal and professional success of its students.

We as a student body hope that you find the information in this packet to be helpful whether you are still in the decision process, or are currently a Therapeutic Recreation student.

If you would like any additional information about Therapeutic Recreation, please contact Dr. David Thomas.

Thank you for your interest!

dthomas@emich.edu

Sincerely,

Therapeutic Recreation Student Body

David W. Thomas, Ed.D., CTRS Director, Therapeutic Recreation Program Office: 363 Marshall (734) 487-6839

What is Therapeutic Recreation?



Therapeutic Recreation is a professional service directed towards people with a variety of disabilities. Therapeutic Recreation helps people achieve their goals through creating and designing a program plan for each individual. Program plans may consist of improving and increasing gross motor skills, fine motor skills, cognitive, sensory, emotional, and social.

The variety of disabilities can range from Traumatic Brain Injury (TBI),
Dementia, Cerebral Palsy, Autism, Stroke, Spinal Cord Injury, Burn patients,
Substance Abuse, Developmental Disabilities, Psychological Disabilities,
Geriatrics, Pediatrics, Behavioral Issues, Chronically III and many more.

Recreational Therapists can work in many settings such as: Community centers, Residential facilities, Substance abuse centers, Adult day care programs, Detention facilities, Community mental health centers, Adaptive sports programs, Prisons, Schools, Hospitals, Hospice care, Nursing homes and Retirement homes.

FAQ's

1.) What is the difference between Therapeutic Recreation and a Recreational Therapist?

Nothing, Therapeutic Recreation is often referred to as the department, or profession and Recreational Therapist is often the title of the professional.

2.) What is a CTRS?

CTRS stands for Certified Therapeutic Recreation Specialist, once you have graduated with a degree in Therapeutic Recreation you are eligible to sit for the NCTRC (National Council for Therapeutic Recreation Certification) exam.

3.) How do I know if I am a good fit for the profession?

The best way to know if a career in Therapeutic Recreation is right for you is to job shadow a Certified Therapeutic Recreation Specialized (CTRS) this will provide you with a real life look at the career responsibilities and tasks. Under the fieldwork listing of this packet, you will find a list of facilities that you are able to contact for possible job shadowing opportunities.

4.) What are some of the benefits of EMU's Therapeutic Recreation Program in comparison to other schools?

EMU is conveniently located to some of the nation's best medical facilities, including the University of Michigan Health System, the Detroit Medical Center, and St. Joseph Mercy Health System. The location provides EMU students with the opportunity to experience some of the best resources and internship placements in the field of Therapeutic Recreation. EMU's Therapeutic Recreation program also offers small class sizes that allow for more student involvement and individualized attention in the classroom.

5.) I am interest in pursuing a minor in combination with my degree in Therapeutic Recreation, any suggestions?

While a minor is not required, a few that would be a benefit in the field would be Gerontology, Psychology, Health Care Administration or Nutrition.

Therapeutic Recreation Core Curriculum

Fall Curriculum:

THRC 100 – Orientation to Therapeutic Recreation THRC 200 – Recreation for People with Disabilities

THRC 300 – Principles of Therapeutic Recreation

THRC 400 – Therapeutic Recreation Process II

*THRC 481 – Adapted Aquatics

(THRC 481 or THRC 180 must be taken)

Winter Curriculum:

THRC 290 - Continuous Quality Improvement Methodology in Health Care

THRC 320 – Leisure Education

THRC 340 – Therapeutic Recreation Process I

THRC 430 – Issues in Therapeutic Recreation

*THRC 180 – Activity Analysis/Adaptation

(THRC 481 or THRC 180 must be taken)

Spring / Summer Curriculum:

THRC 360 – Therapeutic Recreation Program Planning (Spring)

THRC 330 – Substance Abuse in TR (Summer)

Field Work in Therapeutic Recreation:

THRC 250, THRC 251, THRC 252 are three 60 hour fieldworks to be completed before beginning the final internship.

Internship in Therapeutic Recreation:

THRC 449 is a 15-week internship to be completed after all courses and fieldworks are completed. Internship Packets are available in Dr. Thomas' office.

Additional Required Courses

HLAD 312 – Health Care Personnel Development and Management

COUN 450 – Introduction to Counseling Process

EDPS 325 – Lifespan Human Growth and Development*(or IHHS 260)

IHHS 260 – Aging to Infancy Lifespan*(or EDPS 325)

PHED 200 – Anatomy & Physiology

PSY 360 – Abnormal Psychology

AHPR 200 – Medical Terminology

For class availability and descriptions please consult the EMU course catalog.

If you have previously taken classes at a different university, or would like to use a class as a substitution for one of the above listed courses, please see Dr. Thomas.

S.T.R.O.

On behalf of the Student Therapeutic Recreation Organization, we would like to welcome you to the Eastern Michigan University Therapeutic Recreation program.

The Student Therapeutic Recreation Organization (STRO) is a recognized campus organization consisting of therapeutic recreation students in the curriculum. General business meetings are held monthly and minimal membership fees are assessed each semester. Goals of the organization include promoting the profession of Therapeutic Recreation, service, social, and fund raising activities.

Benefits of joining STRO:

☆ It looks good on a Resume!

- ☼ Outreach and Education (Presenting to local high schools, information booths around campus, maintenance of the TR bulletin board located in Marshall.)
 - Social opportunities with fellow Therapeutic Recreation students (annual parties, lunch outings, conference trips)
 - ☆ STRO Apparel (t-shirts, long sleeved shirts and more)

Students interested in joining STRO are urged to contact the STRO faculty advisor through the TR program or speak to a STRO officer.

STRO Officers 2009-2010:

Faculty Advisor: Dr. David W. Thomas (dthomas@emich.edu)

President: Jessy McCumby

Vice President:

Secretary:

Treasury:

Ad-hoc:

There are other positions available, if you would like to fill one of these positions please contact anyone listed above. In addition, you do not have to be an officer to participate everyone is welcome! We welcome all opinions and ideas for STRO.

Organizations

Therapeutic Recreation and Recreation

American Therapeutic Recreation Association - http://atra-online.com/cms/ MI Therapeutic Recreation Assoc. - www.mtra-tr.org National Council for Therapeutic Recreation Certification - http://www.nctrc.org/ National Therapeutic Recreation Society - http://www.nrpa.org/ Reactivate Resources For Recreational Therapy - http://www.reactivate.com/ Therapeutic Recreation Directory - http://www.recreationtherapy.com/

Health Related Organizations

Alzheimer's Association - http://www.alz.org/index.asp

American Association for Geriatric Psychiatry - http://www.aagpgpa.org/

American Association for Respiratory Care - http://www.aarc.org/

American Association of Cardiovascular and Pulmonary Rehabilitation -

American Back Society - http://www.americanbacksoc.org/

American Board of Quality Assurance - http://www.abgaurp.org/

American Brain Tumor Association - http://www.abta.org/

American Cancer Society - http://www.cancer.org/docroot/home/index.asp

American Chronic Pain Association - http://www.theacpa.org/

American Deficit Disorder Association - http://www.add.org/

American Diabetes Association - http://www.diabetes.org/

American Foundation for AIDS Research - http://www.amfar.org/

American Geriatrics Society - http://www.americangeriatrics.org/

American Heart Association - http://www.amhrt.org/presenter.jhtml?identifier=1200000

American Lung Association – http://www.lungusa.org/

American Medical Association - http://www.ama-assn.org/

American Neurological Association - http://www.aneuroa.org/

American Orthopedic Association - http://www.aoassn.org/

American Osteopathic Association - http://www.osteopathic.org/

American Parkinson Disease Associations - http://www.apdaparkinson.org/user/index.asp

American Psychiatric Association - http://www.psych.org/

American Psychological Association - http://www.apa.org/

American Red Cross - http://www.redcross.org/

American Social Health Association - http://www.ashastd.org/

American Society of Addictive Medicine - http://www.asam.org/

Anxiety Disorders Association of America - http://www.adaa.org/

Arthritis Foundation - http://www.arthritis.org/

Brain Injury Association of America – http://www.biausa.org/

Center for Cross-Cultural Health - http://www.crosshealth.com/

Child Life Council - http://www.childlife.org/

Children's Heart Association - http://www.childrensheart.org/

Gerontological Society of America - http://www.geron.org/

http://www.aacvpr.org/

Huntington's Disease Society of America - http://www.hdsa.org/

Joint Commission on Accreditation of Healthcare Organizations -

http://www.jointcommission.org/

Michigan Recreation and Park Association - http://www.mrpaonline.org/

National Alliance for the Mentally Ill - http://www.nami.org/

National Alliance of Breast Cancer Organizations - http://www.nabco.org/

National Association for Children of Alcoholics - http://ncadi.samhsa.gov/

National Cancer Institute - http://www.cancer.gov/

National Clearinghouse for drug and alcohol Information - http://ncadi.samhsa.gov/

National Eating Disorders Association - http://www.nationaleatingdisorders.org/

National Institute of Child Health and Human Development - http://www.nichd.nih.gov/

National Institute of Mental Health - http://www.nimh.nih.gov/

National Institute on Alcohol Abuse and Alcoholism - http://www.niaaa.nih.gov/

National Institutes of Health - http://www.nih.gov/

National Medical Association - http://www.nmanet.org/

National Multiple Sclerosis Society - http://www.nationalmssociety.org/index.aspx

National Osteoporosis Foundation - http://www.nof.org/

National Recreation and Park Association - http://www.nrpa.org/

National Rehabilitation Association - http://www.nationalrehab.org/

National Rural Health Council - http://www.ruralhealthweb.org/

National Safety Council - http://www.nsc.org/

National Spinal Cord Injury Association - http://www.spinalcord.org/

National Stroke Association - http://www.stroke.org/site/PageNavigator/HOME

National Tourette Syndrome Association - http://www.tsa-usa.org/

National Women's Health Information Center - http://www.4woman.gov/

Neuropathy Association - http://www.neuropathy.org/site/PageServer

Society for Neuroscience - http://www.sfn.org/

Society for Pediatric Pathology - http://www.spponline.org/

Spina Bifida Association –

http://www.spinabifidaassociation.org/site/c.liKWL7PLLrF/b.2642297/k.5F7C/Spina_Bi

fida_Association.htm

Starlight Foundation - http://www.starlight.org/

The Brain Tumor Society - http://www.tbts.org/GeneralMenu/

The Juvenile Diabetes Association - http://www.idf.org/

The Leukemia & Lymphoma Society - http://www.leukemia.org/hm_lls

Turner Syndrome Society of the United States - http://www.turnersyndrome.org/

World Leisure Organization - http://www.worldleisure.org/

THERAPEUTIC RECREATION ACTIVITIES

A Certified Therapeutic Recreation Specialist (CTRS) coordinates a number of activities for all patients that are referred to them by a physician. They need to be prepared to think of an activity at a moment's notice. For this reason, a CTRS needs to be up to date on the latest games, activities and adaptive equipment.

Therapeutic Recreation activities may range from being fully assistive to without aids. A CTRS also may work with the latest technologies from the new Nintendo Wii to original game of ring-toss or balloon volleyball. Activities are focused on self-esteem, cognition, sensory stimulation, social and emotional skills, stress reduction, range of motion, team building and much more. Here are some links to websites of activities to do:

http://www.group-games.com/

http://www.recreationtherapy.com/tx/actindex.htm

http://www.teampedia.net/

http://wilderdom.com/

http://wilderdom.com/games/InitiativeGames.html

http://wilderdom.com/games/TrustActivities.html

WHAT IS ADAPTIVE EQUIPMENT?

Adaptive equipment ranges from walkers, a variety of wheelchairs, grasp bars, exercise balls, strollers, gripped utensils and tools, bicycles, gait trainers, and more.

Here are some links to adaptive equipment websites:

http://www.adaptivechild.com/

http://www.adaptivemall.com/

http://www.aesys.com/

 $\underline{http://www.beadaptive.com/}$

ACTIVITY OF THE MONTH:

MINE FIELD

Objects are scattered in an indoor or outdoor place. In pairs, one person verbally guides his/her partner, a blindfolded person, through the "minefield".



Purpose of this activity: Teamwork, active listening, learning to follow, directions, trust building, endurance, standing or sitting tolerance.

Adaptations: Use physical cues for the hearing imparied such as the beeper ball. Also, use larger objects for wheelchairs, walkers, canes, or any other form of adaptive mobile equipment.

Equipment: Cones, rings, balls, blindfolds, and a rope for your finish line.



Fieldwork Placement List for Therapeutic Recreation Students at EMU



Agency	Contact Information	Population	Minimum Commitment
<u>Adrian</u>			
Lenawee Medical Center	Erin Schwartz CTRS	Geriatrics	Open
200 Sand Creek Hwy	(517) 263-6794	Genatiles	Open
Ann Arbor			
River View of Ann Arbor	2 CTRS on Staff	Geriatrics	Open
355 Huron View	(734) 761-3800	Geriatries	Open
Center for Forensic Psychiatry	Diane DeNio CTRS		
Center for Forensie Esycinatry	(734) 295-4452	Adult Criminal Psych	Open
	deniod@mich.gov		
Heartland Nursing Center	Dianna Alderman CTRS	Geriatrics	60 hours
4701 E. Huron Dr.	(734) 975-2614	Genatics	oo nours
St. Joseph Mercy Hospital	Nicole Cummins CTRS	Rehabilitation	Open
5301 E. Huron River Dr.	(734) 712-2420	Renadilitation	Open
St. Joseph Mercy Hospital	Karen Goodman CTRS	Rehabilitation	Open
5301 E. Huron River Dr.	(734)712-7799	Renaomitation	Open
St. Joseph Mercy Hospital	Erin Kennedy CTRS	Rehabilitation	Open
5301 E. Huron River Dr.	(734) 712-2420	Renaomation	Open
University of Michigan	Rob Wolfe CTRS		
Hospital	(734) 936-5491 or 7070	Rehabilitation	Open
1500 E. Medical Center Dr.	(754) 750-5471 01 7070		
University of Michigan	Devyn Baker CTRS, CCLS		
Hospital	(734) 936-5491 or 7070	Rehabilitation	Open
1500 E. Medical Center Dr.	(754) 750-5471 01 7070		
University of Michigan	Kaye Hoelscher CTRS		
Hospital	(734) 615-5160	Adult Psych	Open
1500 E. Medical Center Dr.	(151) 015 5100		

University of Michigan Hospital 1500 E. Medical Center Dr.	Stephanie Brewbaker CTRS (734) 936-8166	Adolescent Psych	Open
University of Michigan Mott Childrens Hospital 1500 E. Medical Center Dr.	Julie Piazza, CCLS (734) 647-7411	Child life Specialist	(not a CTRS, only for child life specialist)
VA Medical Center 2251 Fuller Rd.	Debbie Bray-Arthur (734) 845-3121	Rehabilitation/Behavioral Health Services	Open
Auburn Hills Havenwyck Hospital 1525 University Dr. Brighton	(734) 371-2271	Adult and Adolescent Psych	Open
Brighton Hospital 12851 Hospital	Michael Risk (810) 227-1211	Chemical Dependence/ Substance Abuse	Only available for volunteer work, there is no CTRS on staff
Summerville at Brighton 833 E. Grand River	Kathy Miller CTRS (810) 229-9190	Geriatrics	Open
Independence Village at Brighton Valley 7700 Nemco Way	Alyssa Secco (888) 228-2674	Geriatrics	Open
Willow Brook Rehabilitation 10299 Grand River Ave.	Matt Malec CTRS (810) 227-0119 ext 220	Brain Injury Rehabilitation	Open
Willow Brook Rehabilitation 10299 Grand River Ave.	Michelle Summers CTRS (810) 227-0119 ext 246	Brain Injury Rehabilitation	Open
Canton			
Oakdale Recovery Center 43825 Michigan Ave.	Liz Parsons CTRS (734) 397-3088	Chemical Dependence/ Substance Abuse	Open

Heartland Healthcare Center 7025 Lilley Rd.	Gregg Robbins CTRS (734) 394-3100 ext 246	Geriatrics	Open
<u>Chelsea</u>			
Chelsea Community Hospital 775 South Main St.	Jan Collins CTRS (734) 475-4085	Rehabilitation/Behavioral Health Services	60 hours
Chelsea Community Hospital 775 South Main St.	Lisa Bulko CTRS (734) 475-1311 ext 3328	Rehabilitation/Behavioral Health Services	60 hours
Chelsea Retirement			
Community 805 W. Middle St.	(734) 433-1000	Geriatrics	Open
Silver Maples of Chelsea 100 Silver Maples Dr.	Paul Koniarz (734) 475-4111	Geriatrics	Open
Clarkston			
Strive 7183 N. Main St.	Stella Husch CTRS (248) 922-1236	Independently contracted Recreational Therapy	Open
Dearborn			
Vista Marie 20651 Warren	Brenetta Dean CTRS (313) 271-3050 bdean@vistamarie.org	Adolescent Psych	Open
Henry Ford Village 15101 Ford Rd.	Connie Coleman (313) 584-1000 ext 1365	Geriatrics	Open
<u>Dexter</u>			
Generations Together 2801 Baker Rd.	(734) 426-4091	Geriatric / Adolescent Pairing	Only available for volunteer work, there is no CTRS on staff
<u>Detroit</u>			C

Detroit Childrens Hospital 3901 Beaubien	Carrie Drobek CTRS (313) 745-5635 cdrobek@dmc.org	Pediatric Rehabilitation	60 hours
Detroit Childrens Hospital 3901 Beaubien	Lindsay Herring CCLS, CTRS(313) 745-6054	Child Life Services	60 hours
Detroit Childrens Hospital 3901 Beaubien	Jennifer Lindeman CTRS (313) 745-5635 jlindema@dmc.org	Pediatric Rehabilitation	60 Hours
Franklin Care Center 12900 W. Chicago	Carol Reszka Director (313) 491-7830	Geriatric	Only available for volunteer work, there is no CTRS on staff
John D. Dingle Veterans Medical Center 4646 John R Rd.	Evalyne Brown CTRS (313) 576-1000 ext 3509	Rehabilitation	Open
Rehab Institute of Detroit 261 Mack Rd.	Anita Rodgers-Craig CTRS (313) 933-0941	Rehabilitation	Open
Rehab Institute of Detroit 261 Mack Rd.	Kerrie Macudzinski CTRS (313) 933-0941	Rehabilitation	Open
Methodist's Children's Home Society 26645 W. Six Mile	Tricia Forgash CTRS (313)531-9499	Emotionally Impaired Adolescent boys	Internship Only
East Lansing			
Lansing Parks and Recreation 200 N. Foster	Joan Lenhard CTRS (517)483-4291 jlenhard@lansingmi.gov	Developmental Disabilities	Open
Hope Network 2775 E. Lansing Dr.	Amy Sue Melville CTRS (517) 332-1616	Brain Injury Rehabilitation	Open

Burcham Hills Retirement Community 2700 Burcham Dr.	Alexis Schneider (517) 827-1046	Geriatric	60 hours
Farmington Hills Botsford Hospital	Leanne Boughner		
28050 Grand River	(248) 471-8760	Rehabilitation	Open
Clare Bridge of Farmington Hills 27950 Drake Rd	Julie Holmes CTRS (248) 489-9362	Geriatric	60 hours
<u>Flint</u>			
Hurley Medical Center 1 Hurley Plaza	Kimberly Mear CTRS (810) 762-6288	Rehabilitation	Open
McLaren Regional Medical	Monica Haubenstricker		
Center	CTRS (810) 342-2360	Rehabilitation	Open
401 S. Ballenger Hwy	(810) 342-2000		
Garden City	m N. Oli Compa		
Garden City Hospital 6245 Inkster Rd.	Tonya McClain CTRS (734) 458-4392	Rehabilitation	Open
Livonia	(734) 436-4372		
St. Mary's Hospital	Kelly Pomagala	Chemical Dependence /	
36475 Five Mile Rd.	(734) 655-1568	Substance Abuse	
			Only available for
HRC Manor Care	Lesa Pfeiffer	Geriatric	volunteer work, there is
28550 Five Mile Rd.	(734) 427-8270	Genatric	no CTRS on staff
<u>Northville</u>			
Sunrise Assisted Living 16100 Haggerty Rd.	Sandy Dunn CTRS (734) 420-4688	Geriatric	Only available for volunteer work, there is no CTRS on staff

<u>Novi</u>			
Rehabilitation Institute of Michigan 12 Mile Rd.	Sue Boeve CTRS, ATRIC (248) 305-7386 sboeve@dmc.org	Rehabilitation	Open
Rehabilitation Institute of Michigan 12 Mile Rd.	Stephen Piper CTRS (248) 305-7556 spiper@dmc.org	Rehabilitation	Open
Rehabilitation Institute of Michigan 12 Mile Rd.	Anita Rodgers-Craig CTRS (313) 933-0941 arodgers@dmc.org	Stroke / Geriatric	Open
Rehabilitation Institute of Michigan 12 Mile Rd.	Brianna Limsted, CTRS (313) 993-0941 blimsted@dmc.org	Brain Injury Rehabilitation	Open
Rehabilitation Institute of Michigan 12 Mile Rd.	Kerrie Macudzinski CTRS (313) 933-0941	Stroke / Orthopedic Services	Open
Pontiac POH Medical Center 50 N. Perry St Royal Oak	Terry Ferguson CTRS (248) 338-5344	Rehabilitation	Open
Beaumont Hospital W 13 Mile Rd.	Eileen Andreassi CTRS (248)655-5828	Community Connections Program	Open
Beaumont Hospital W 13 Mile Rd.	Stella Husch CTRS (248) 655-5827	Rehabilitation	Open
<u>Saline</u>			

<u>ne</u>			
Evangelical Home 440 Russell St	Judy Burke (734) 429-9401 or (734) 662-5554	Geriatrics	Only available for volunteer work, there is no CTRS on staff

Southfield Catholic Social Socials of			
Catholic Social Services of Oakland County 18310 W. 12 Mile Rd	Teressa Hennessey CTRS (248) 557-7373 ext. 3454	Geriatrics	Open
Great Lakes Rehabilitation 22401 Foster Winter Dr.	Mary Jo Terrell CTRS (248) 569-1500 ext 679	Rehabilitation	Open
St. Claire Shores Bon Secours Nursing Care Center 26001 E. Jefferson Ave.	Volunteer Services (586) 779-7011	Geriatrics	Only available for volunteer work, there is no CTRS on staff
Taylor Oakwood Heritage Hospital	Jeff Cook CTRS (313) 295-5066	Adult Psych	Open
1000 Telegraph Rd. Tecumseh	(313) 293-3000		
Herrick Memorial Hospital 500 E. Pottawatamie St.	Elizabeth Steele CTRS (57) 424-3217	Adolescent / Adult Psych	60 hours
Herrick Manor 500. E. Pottawatamie St.	Cindy Smith, Diane Benning (517) 424-3365	Rehabilitation / Geriatric	Open
Tecumseh Place I & II 1309 Southwestern Dr.	Marta Mobley (517) 423-3374	Geriatric	Open
Warren Stepping Stone Pediatric Day Rehab 28755 Schroener Rd. #100	Roula Lipenski CTRS (810) 558-1072	Brain Injury Rehabilitation Adolescent	60 hours
Behavioral Center of Michigan 4050 E. 12 Mile Rd.	Erica Matterson CTRS (586) 261-2266	Chemical Dependence / Substance Abuse	60 hours
St. John Macomb Hospital 11800 E. Twelve Mile Rd.	Mark Sullwold CTRS (586) 573-3123	Rehabilitation	60 hours

Westland Westland Parks and Recreation 36651 Ford. Rd.	Margaret Martin CTRS (734) 722-7620	Developmental Disabilities	Open
Wyandotte Hongy Ford Wyondotto			
Henry Ford Wyandotte Hospital 2333 Biddle Ave	Pat Dolan CTRS (734) 246-9007	Rehabilitation	Open
Wyandotte Public Schools 14460 18th Street	Laura Kephart CTRS (734) 759-6400 (313)-258-3195	Special Education	Open
<u>Ypsilanti</u>			
Bortz Health Care Prospect Rd	Stepanie Ruedisale (734) 483-2220	Geriatric	Only available for volunteer work, there is no CTRS on staff
Rainbow Rehabilitation 5570 Whittaker Rd.	Nancy Miller CTRS (734) 482-1200	Brain injury rehabilitation	Internship Only
Rainbow Rehabilitation 5570 Whittaker Rd.	Amy Hocken CTRS (734) 482-1201	Brain injury rehabilitation	Internship Only
The Gilbert Residence 203 S. Huron St.	Stacy Kudlak (734) 482-9498	Geriatrics	Only available for volunteer work, there is no CTRS on staff

Therapeutic Recreation New Major Program Application Eastern Michigan University

Name: Please print	Student Number
Contact Address:	
Contact Phone #:	E-Mail:
Intended start date for major classes:semes	ter year
Work and/or Volunteer Experience related t	o Therapeutic Recreation:
Academic Minor (if any):	
Signature:	Date:
Do Not Complet	e Below This Point
Assigned Adviser: Office	: Phone:

To complete application process: 1) must schedule an interview with major advisor & 2) must declare major with academic records in Pierce Hall

Student/Agency Manual for Fieldwork in Therapeutic Recreation

School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197

Developed 2006 Dr. David W. Thomas

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Introduction

Therapeutic Recreation Fieldwork experiences 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 Health & Human Services.

The term "fieldwork" refers to a supervised educational work experience within a health-care or human service agency. It is a requirement of the program that students majoring in therapeutic recreation have three (3) 60-hour fieldwork experiences prior to the internship. Each fieldwork needs to be completed in a different setting under the supervision of a CTRS. The Student, Agency and University should recognize the relative importance of the fieldwork experience in the student's overall education.

The fieldwork is a cooperative arrangement between the School of Health Sciences at Eastern Michigan University, and an approved agency where the student obtains preprofessional 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 fieldwork course. It is through the fieldwork that the student comes to realize his/her skills, professional stature and goals, and provides insight into future determination of the internship.

This manual has been developed to provide specific details regarding the fieldwork program in the School of Health Sciences at Eastern Michigan University. It serves three distinct purposes:

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

Procedures for the Fieldwork Program

- 1) Students signing up for a 1-credit fieldwork experience (THRC250,51,52) must have completed, at minimal, the THRC 100 Orientation to Therapeutic Recreation class. Only one fieldwork experience is permitted per semester.
- 2) Fieldwork settings must be selected from the approved field work site list provided by the Director of Therapeutic Recreation. Make sure that each field site selection is different from any previous fieldwork experiences.
- 3) The direct supervisor of the agency, needs to be a CTRS. Although most contacts outlined in the field work site list are CTRS's, the student should verify since the information on the site list may not be current.
- 4) Students will make the initial contact to the agency to determine whether fieldwork openings presently exist. Once the supervisor is willing to accept the student, which may include an interview, the student should communicate the agreement to the Director of Therapeutic Recreation.
- 5) Scheduling of hours should be made in advance with the supervisor. Remember, your exact hour preferences may not always be accommodated. You need to work into the scheduling system already in place at the agency.
- 6) It is recommended that the 60 hours are spread out over the semester and include only times where actual programming and other client-centered activities are taking place.
- 7) Please refer to the TR Student Handbook for information on immunizations and other screening processes prior to beginning a fieldwork. Because each agency differs in their screening requirements it is imperative that you begin early in the semester to investigate specific requirements pertinent to the agency and prior to beginning the fieldwork.

Goals of the Fieldwork Program

Each student brings a different skill set into the fieldwork. Some students have had previous experience, and may also have more academic course in TR completed. For other students, this may be the first exposure to people with disabilities and the use of therapeutic recreation as a process for health restoration. The following list should serve as a guide as to potential goals that could be addressed in the fieldwork. It is up to you and your supervisor to discuss specific outcomes based on your comfort level, prior experience and education. The beginning student should have direct supervision at all times.

- 1) Understand the nature of the agency and the role of the CTRS at such an agency.
- 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.

Goals of the Fieldwork Program (continued)

- 4) Demonstrate 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 clients.
- 10) Familiarity with advocacy and public relation efforts of TR within and outside the agency.

Student Requirements

- 1) Students need to develop, in concert with their supervisor, a list of 3 outcomes (minimally) that can be achieved over the course of 60 hours. This list should be forwarded to the TR Program Director for approval before beginning the fieldwork.
- 2) Regular reports need to be submitted to the TR Program Director after every 10 hours of involvement. The report should address any activity that brings you closer to meeting your goals. reflections on how you process your experiences is critical as well. For example, what was a reaction of a client based on your interaction? What did you feel went well, and not so well. How would you approach something differently next time.
- 3) At the conclusion of the fieldwork, a write-up of the entire experience is required. What was your progress toward the goals you set at the beginning? What did you learn? What experiences exceeded expectations? What frustrations did you encounter? The final paper should be at least 2 pages typed.
- 4) Attached to the final paper you should attach the evaluation form which is completed by your supervisor. (p. 9)

Agency Supervisor Responsibilities

- 1) Become familiar with the objectives and procedures established by the University for the fieldwork experience. Assist the student in developing goals which can feasibly be completed within the 60 hour time frame. Goals should be consistent with the student's background (education & experience) and comfort level. (See the sample of goals on p.1).
- Orient the Student to the policies and objectives of the Agency and Department and establish a 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 fieldwork period. Assign initial tasks within the Student's abilities and gradually upgrade the assignments and responsibilities.
- 3) Provide the student with meaningful experiences that will help the student progress toward his/her goals. Menial work such as organizing a closet should not be part of the fieldwork experience.
- 4) Students should be supervised by a designated supervisor with N.C.T.R.C. certification. The supervisor should be readily accessible to the student.
- 5) Completion of an evaluation of the Student's performance during the fieldwork period. (see p. 9). 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. The student will attach the signed evaluation to his/her final report.

University/Agency Agreement Form

	Agency		
	Address		
	Supervisor		
	This agency will accept the follo therapeutic recreation for the pe	wing student for a 60-hour fie eriod and under the specificati	ldwork in ons listed below:
	Name of Student		***************************************
	Starting Date	-	
	Hours:		
		Field work	
	ompletion of the 60 hours, I plan		
) <u> </u>			
2)			
2)			
2) 3)			
2) 3)	(Attach sheet of paper if mor	e outcomes are agreed u	

FIELD WORK (THRC 250, 251, 252)

Evaluation Form

Name of Agency:			
Address:			
-			
Supervisor:			
Phone:			
This is to verify that _	(Name of St	udent)	has participated in a
60/120/180 hour prac (Circle One)	ctical experience with	(Type of disal	clients.
Dates of experience	e:		····
Involvement include	d:		
Comments on Stude	ent's Performance:		
ī	(Signature and of Student)		
Ī	(Signature of Supervisor)	(Date)	

If you have any questions, please call: Dr. Thomas, Instructor, (734) 487-6839 or e-mail at: dthomas@emich.edu



EASTERN MICHIGAN UNIVERSITY

Dear Colleague,

Thank you for agreeing to supervise a therapeutic recreation student from Eastern Michigan University for his/her 60 hour field work requirement (i.e. THRC 250, 251 or 252). Three (3) Field Work classes are required for all students in the program and need to be completed before an internship is started. Each student enters into his/her field work class with a different level of academic and practical experience. To best accommodate the specific needs of the student, I would like to ask you, the practitioner supervisor, to develop in collaboration with the student at least 3 outcomes that can be realistically achieved over the 60 hour field work experience. A form, which is included in the Field Work Manual p. 8, should be completed and signed by both you and the student, and returned to me by the student. A sample of goals/outcomes are listed on pages 5 & 6.

In general (but not always), students who are taking their first Field Work class (THRC 250) are just beginning the program and would have less familiarity with the TR process. Such a student might benefit from assisting with activities with direct supervision, observing interactions, learning about the medical records and agency charting system and other preliminary skills. On the other hand, students who are in their last Field Work (THRC 252), would probably benefit from a more challenging experience and would likely have some background in interviewing patients, leading small group activities, documenting progress in draft form, and other higher level skills. The best approach is to sit down the 1st day with the student and discuss his/her background, comfort level and interests before setting outcomes.

Lastly, at the conclusion of the student's field work, I would like you to complete a short evaluation form of the student's performance. The form is available on p. 9 of the Field Work Manual. The student will attach the evaluation form to his/her summary paper and submit to me.

Again, thank you for your dedication and time to help train a future therapeutic recreation professional. Your commitment to the profession is much appreciated. Please feel free to contact me with any questions or concerns at any time.

Sincerely

David W. Thomas, EdD, CTRS

Professor of Therapeutic Recreation

734-487-6839

dthomas@emich.edu

Student/Agency Manual for Internship in Therapeutic Recreation

School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197

Revised 2008

Dr. David W. Thomas

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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.
- 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:

Completion of all coursework

2.75 grade point required in major coursework

2) Completion of 250 clinical field work hours

A copy of students current First Aid and C.P.R. certificate 4

Proof of personal liability insurance

Approval of the University Therapeutic Recreation Director

In addition many clinical agencies now require:

Evidence that shows all immunizations are up to date

Hepatitis B immunization 2)

Зĺ TB vaccine

- A recent physical (you may want to do this while you are still on your 4) parent's health plan)
- 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.
- 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).
- 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

- 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

- 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
- 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).
- 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.
- 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.
- To acquaint student with the organizational hierarchy (organizational chart), and administrator's policies regarding organizing, directing evaluating work performances.

Agency Supervisor Responsibilities (continued)

- 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.
- 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) Completen 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

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

Method

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

- IV. Guidelines for writing/approval of the Proposal
 - Approximately two typewritten pages. A)
 - B) Outline form when appropriate.
 - Approval of the proposal must be secured from the University Supervisor C) and Agency Supervisor prior to starting the project.
- Guidelines to consider for writing/evaluating the Internship Project ٧.
 - Show consistency between proposal and project
 - 2)
 - Cooperate with others as necessary
 Ability to work independently on project
 Conduct necessary research on project 3)
 - 4) 5)
 - Seek help and information when necessary
 - Demonstrate value of project to the Agency/Department 6)
 - Demonstrate quality in organization, content and appearance
- Due to the Agency Supervisor within 10 days of the Student's last VI. Due Date: day of work. of Project Due to University TR Supervisor at conclusion of internship.

Internship Notebook

Value and Purpose of an Internship Notebook 1)

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

Materials to Collect 2)

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

- Program planning, operation, evaluation, assessment forms. a)
- Financial Management budget, cost-benefit analysis, recordb)

Administration - policies, procedures, continuous quality C) improvement instruments.

- Personnel Practices job descriptions, staff evaluation forms. d)
- Public Relations examples of intra and inter agency cooperation, e) publicity brochures, inservice training outlines, community advocacy efforts, press releases.

Facility Design - specifications, ADA compliance. f)

- Professional Development conferences, writing articles, g) advocacy.
- Maintenance materials, work schedules, equipment, indoor/outdoor areas and facilities.
- Leadership program, staff, community.
- i) i) 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.

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

Weekly Report

Eastern Michigan University Therapeutic Recreation Internship

NAME			REPORT NO	DUE DATE
STUDENT'S	S SIGN	ATURE		
HOURS WO	ORKED	FOR THE WEE	ΞΚ	_ _
	ENT FR SON:	OM WORK	(Not scheduled	days off)
WEEKLY A	CTIVIT	Y REPORT		
Write	a repor	t for each of the fo	ollowing:	i
	1)	Record all meeting	ngs, conferences, in-serv	rice training
	2)	Daily record of d	uties, including dates an	d length of time.
	3)	Discuss any sat personal and/or	isfying experiences and professional growth.	how they related to your
	4)	Discuss any situa	ations which created anx	ieties and/or concerns.
	5)	Attach copies of which you have	flyers, brochures, news had total responsibility.	items, or other items for
RETURN TO	O: <u> </u>	Therapeutic Rec 363 Marshall Bu School of Health Eastern Michiga Ypsilanti, MI 48	ullding In Sciences In University	

Evaluation Form for Internship Student

.			•	hac he	en añ	Interns	hín Stu	ident
Stude	ent Name		'	ias be	CII CIII	11101110		
at Ag	ency/Departm	ent from month	day		·	mon	th	day
evalu comn	ate the Student	nd to all sections of this ex t. Circle the number that m ce as you wish for clarifica	natches ti	form. he stud	Use the	e rating perform	scale l ance. V	oelow to Vrite
i.	4 = Occas 3 = Consis 2 = Occas 1 = Consis	stently exceeds what is e sionally exceeds what is e stently achieves what is e sionally fails to achieve wh stently fails to achieve wh quate information or does	expected expected lat is exp lat is exp	ected ected	b	· ·		
l.	Performance	Competencies						
	Personal Comp	oetencies						
	1. Judgment (a)	Knows his/her limitations,	5 .	4	3	2	1	N/A
	(b)	when to ask for help Can distinguish between	5	4	3	2	1	N/A
	(c)	important/unimportant matte Analyzes situations to consi possible results	as der 5	4	3	2	1	N/A
	Comm	ents:						
	2. Adaptability		_		0		1	, N/A
	(a)	Capable of meeting new situations calmly	5	4 .	3	2		
	(b)	At ease with people of diverse ages	5	4	3	2	1	N/A
	Comm	ents:						
	3. Emotional N (a) (b)	Naturity Well poised, shows self-cor Has an even temperament a happy disposition		4	3	2	1	N/A
	Comm	iente:						

4.		a) b)	Lugott account je ~ v	5 5	4 4	3	2 2	1	N/A N/A
	(Comme	ents:				•		
5.	(ness (a) (b) Comme	in activities Sees immediately the needs of a situation	5 5	4	3	2 2	1	N/A N/A
6.	ŕ	endabilit (a) (b)	Punctual and efficient	5 5	4 4	3 3	2 2	1	N/A N/A
		Comme	ents:						
7.		(a) (b)	Starts jobs without suggestions or prodding Takes responsibility for beginning or originating action	5 5	4	3	2	1	N/A N/A
8.		comme siderate (a)	eness Respects opinions and wishes of others Courteous, friendly and thoughtful	5	4 4	3 3	2	1	N/A N/A
9	. Арр	Commearance (a) (b) Comm	e Neat and well groomed Appropriately dressed	5 5	4	3 3	2 2	1	N/A N/A

Professional Competencies

1.	Demons (a) (b) (c) (d) Comme	Financial procedures Public relations Care of equipment/facilities	5 5 5 5	4 4 4 4	3 3 3 3	2 2 2 2	1 1 1	N/A N/A N/A N/A
2.	Commu (a)	unications: Verbal and Written Has command of English; conveys ideas clearly	5	4	3	2	1	N/A
	(b)	Has a pleasing and effective	5	4	3	2	1	N/A
	(c)	voice Has ability to write effectively	5	4	3	2	1	N/A
	(d)	and correctly Has ability to state opinion before a group	5	4	3	2	1	N/A
	Comme	ents:						
		to						
3.	Resourceful (a)	ness 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 2	1 1	N/A N/A
	(d)	Used time efficiently and effectively	5	4	3	2	1	1977
	Comm	ents:						
4.	Leadership		_	A	3	2	1	N/A
	(a)	Instills confidence in others Stimulates participants to	5 5	4	3	2	1	N/A
	(b)	effort	Ü	•				
	(c)	Displays adaptability in varied	5	4	3	2	1	N/A
	(d)	and/or unexpected situations Delegates responsibilities	5	4	3	2	1	N/A
	(α)	effectively					4	N/A
	(e)	Plans with people rather than for them	5	4	3	2	1	IMI
	(f)	Recognizes and responds	5	4	3	2	, 1	N/A
	(g)	to needs and wishes of others Shows awareness of individual differences and limitations	5	4	3	2	1	N/A

Comments:

5.	Cooperative	ness	•		_			A11A
	(a)	Works well with and adjusts	5	4	3	2	1	N/A
		to people	_	4	3	2	1	N/A
	(b)	Accepts suggestions and	5	4	J	2.	•	
		criticisms graciously						
	Comme	ents:		,				
6	Professiona	I Attitude/Behavior						
U.	(a)	Has a sincere interest	5	4	3	2	1	N/A
	(44)	in profession				_	,	6378
	. (p)	Evaluates own work, sets	5	4	3	2	1	N/A
		goals for improvement	_		3	2	1	N/A
	(c)	ls familiar with professional	5	4	J	2	ı	147,4
	4.10	literature	5	4	3	2	1	N/A
	(d)	Searches for more knowledge through experience, meetings,	J	Τ.	O		·	
		inquiries, etc.						
	Comm	•						
	Comm	onto,				-		
7.	Professional	Ethics						N-1 / A
	(a)	Demonstrates fairness	5	4	3	2 -	1	N/A
		in service provision	_	4	2	g	1	N/A
	(b)	Demostrates confidentiality	5	4	3	2 2	1	N/A
	(c)	Searches for more knowledge	5	4	3 3	2	1	N/A
	· (d)	Keeps committments	5	4	ა 3	2	1	N/A
	(e)	Demonstrates honesty and	5	4	3	4	,	1,677
		forthrightness	5	4	3	2	1	N/A
	(f)	Benefits clients, does not cause physical/emotional harm	J	7	O	_		
	(a)	Follows rules & regulations	5	4	3	2	1	N/A
	(g) Comm		J					
	Contin	ionio.						
8.	. Clinical Skill	s			_	0	4	N/A
	(a)	Interviewing skills	5	4	3	2	1	N/A
	(b)	Observation skills	5	4	3	2	- 1 - 1	N/A
	(c)	Standardized testing skills	5	4	3	2	· I	N/A
	(d)	Problem identification/goal	5	4	3	2	ı	INVA.
		setting/writing measurable						
		objectives	_		3	2	1	N/A
	(e)	Selecting appropriate activity	5	4	ى	7	. '	,
		interventions	5	4	3	2	i	N/A
	(f)	Using self as a therapeutic	J	4	Ü	_		
		tool/ability to develop a						
	(-)	therapeutic relationship Progress notes/discharge	5	4	3	2	· 1	N/A
	(g)	summaries	_	•	-			
	(h)	Evaluation/Quality Improvement	nt 5	4	3	2	1	N/A
	(11)	methods						

Comments:

Only complete i	tems 8-9 during the	final eva	luation	1			
. (b) Lo (c) Th	omptness gical and appropriate oroughness nefit to agency	5 5 5 5	4 4 4 4	3 3 3 3	2 2 2 2	1 1 1	N/A N/A N/A N/A
(b) Th	book ell organized noroughness eatness	5 5 5	4 4 4	3 3 3	2 2 2	1 1 1	N/A N/A N/A

Overall Evaluation 11.

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.
Base	d on the	e student's total perfo	ormance it is suggested that he/she would be rated:
	(Excellent	
	() Above Average	
	()	Average	
	() Below Average	
	() Unsatisfactory	
Sign	ature_		
			r e e e e e e e e e e e e e e e e e e e
-	-		

School of Health Sciences University/Agency Agreement Form

Ager	ncy	
	Agency: Please check th	ne appropriate option from below
Th	is agency will accept the f creation for the period and	ollowing student as an intern in therapeutic I under the specifications listed below:
Sta	arting Date	Terminating Date
<i>.</i> _ Th	is agency does not accep	of the student as an intern.
Sta	ate reason:	
Na	me of Agency	Agency Representative
	Date	Title
To be returned to	o the University Supervis	or of the Internship in Therapeutic Recreation
RETURN TO:	Therapeutic Recreat 363 Marshall Buildin School of Health Sci Eastern Michigan Ur Ypsilanti, MI 48197	g ences niversity

Application for Internship

1. To	o 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)	
	t	
2. T	o 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	
	RecommendNot Reco	ommend
	Remarks:	
	Academic Advisor:	· · · · · · · · · · · · · · · · · · ·
	Application must be submitted one semester before i	nternship 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 ·	<u> </u>	Date Exposure	Task Area	Date Exposure
Agency ar	nd TR Service Plan	1	Documentation	
1. Identif	y and analyze agency mission	,	28. Record progress and intervention outcomes	<u></u>
2. Identif	y and analyze the populations served	,	. 29. Document incidents for risk management	
3. Identif	y and analyze agency standards	•	30. Maintain allocation and expense records	•
: . 4. Identif	y and analyze resources for Services		31. Write summary reports of TR-Services	
5. Develo	p statement of purpose and goals		32. Prepare and report quality improvement data	
6. Develo	p specific programs:		Treatment / Service Teams	
7. Identif	y and analyze funding sources	•	33. Provide information to team members	•
3. Prepar	written plan of operation		34. Integrate intervention plan	
N an ánámin	nt For TR Intervention		35. Convey information to team members	
	nt For the intervention of and secure referrals		36. Develop and provide collaborative services	
• .	and secure referals and review pertinent background			
	assessment instruments		Organizing and Managing Services	
	assessment instruments w person served and relevant others		37. Comply with standards and regulations	
-	ster finstruments to assess:		38. Recruit, train, supervise, and evaluate staff	
			39. Develop TR internship program	
	e behavior of the person served		40. Provide mentorship to TR staff and interns	•
	e and interpret assessment results		41. Prepare TR service fiscal plan	
b. Integra	te the information collected		42. Participate in quality improvement process	
ıdividuali	zed Intervention Planning		43. Respond to concerns of the person served	,
7. Discusi	results of assessment		44. Participate in committees,	
8. Develop	and decoment intervention goals		45. Maintain equipment and supply inventory: 🔍	
3. Develop	and document discharge plan		46. Participate in the research process	-
nplementa	rtion of TR Services		Outreach, Advocacy, Public Relations	
). Implem	ent individualized intervention plan		47. Establish and maintain networks	
1. Establis	h therapeutic relationship		48. Advocate for rights	
2. Create	a safe and therapeutic environment		49. Advocate for inclusionary services	-
3. Collect	and document information.		50. Provide support and education	
4. Act ^í as a	resource in the delivery of services		51. Promote TR Services and the profession	
valuation	of Intervention Plan		Professional Dévelopment	
o. Evaluato	e functioning and progress	<i>.</i>	52. Maintain competence and credentials	,
6. Monitor	and determine effectiveness		53. Participate in inservice training	
7. Revise i	ndividualized intervention plan		54. Maintain knowledge of trends and standards	