

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

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

**Revised 2016
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Introduction

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 in the School of Health Sciences within the college of Health & Human Services.

The term “Internship” refers to a supervised educational field-work experience within a health-care or human service agency. Since this experience constitutes a substantial amount of the student’s academic preparation, 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 Therapeutic Recreation program and the approved internship agency under the supervision of qualified and experienced personnel from both the agency and university Therapeutic Recreation program.

The opportunity to engage in the practical application of the theories and guidelines learned in the classroom is afforded each student through the Internship program. It is through the internship that students come to realize his/her skills, professional stature and professional goals. Some may choose to immediately pursue a career as a recreation therapist 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.

This manual has been developed to provide specific details regarding the Internship program in the School of Health Sciences 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 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 university faculty member. The therapeutic recreation internship 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" or "APIE". As part of the internship, 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/APIE.
- 6.) Apply a variety of facilitation techniques which reflect best practices in conduction 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 180 clinical field work hours
- 4.) Approval of the University Therapeutic Recreation Director

In Addition many clinical agencies may 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 parents health plan)
- 5.) Blood borne pathogen training
- 6.) A copy of students current First Aid and C.P.R certificate
- 7.) Proof of personal liability insurance

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

W.S.I

Some 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 or Lifesaving 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 the 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 certificate card for your own records). In addition, the agency supervisor must have worked full-time with the CTRS credential for a minimum of one year prior to accepting a student.
- 5.) The internship site must allow the students to practice the "TR Process" or "APIE" 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 15 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 students 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 total). 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 must complete the following requirements in addition to requirements imposed by the agency:
 - A.) An Internship notebook
 - B.) Weekly reports
 - C.) Project
- 3.) Students are required to make contact with the University TR Supervisor through weekly reports through email attachments.
- 4.) Students are expected to arrange a pre-Internship meeting, either individually or in a group, with the University TR Supervisor.
- 5.) Students are expected to bear all expenses incidental to living in the area of the internship placement including housing cost.
- 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 patient/consumer.
- 2.) To become aware of therapy intervention 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, judgement, and decision making techniques relative to clients/patients/consumers/
- 7.) To develop and plan treatment interventions for clients/patients/consumers
- 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 maintain contact the Agency Supervisor and Student during the internship.
- 2.) Will assist the student, when needed, in identifying an internship placement compatible with interests and skills.
- 3.) To represent the University in all official arrangements with cooperating agencies.
- 4.) To review and evaluate all student written assignments required.
- 5.) To determine the final grade for the internship student through consultation with the Agency Supervisor
- 6.) To maintain open communication at all times with the agency concerning their cooperation and supervisor of the student.

Agency Supervisor Responsibilities

- 1.) Become familiar with the objectives and procedures established by the University for the Internship.
- 2.) Orient 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 task within the Students abilities and gradually upgrade the assignments and responsibilities.
- 3.) To acquaint students with the organizational hierarchy (organizational chart), and administrators policies regarding organizing, directing evaluating work performances.
- 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 APIE process of assessment, treatment, planning, and implantation of the plan and evaluation of outcomes related to client progress.
- 7.) Provide the student with meaningful experience throughout the internship period. It is expected the student would be involved in most facets of the Department's operation.

- 8.) Students should always 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 that 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 students' supervision should be consulted for the evaluation. Following completion of the evaluation, the Agency Supervisor should discuss the evolution 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 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).
 - 2.) Describe how the project will be conducted.
 - 3.) Include a time table of how you plan to proceed.

- D.) 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.) Shows 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 7 days prior the Students last day.
Due to the University TR Supervisor at conclusion of internship.

Internship Notebook

I. Value and Purpose of an Internship notebook

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

II. Materials to collect

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

- a.) Program-planning, operations, 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, in-service 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.
- k.) Format: Logical, organized and usable system. Allow space and use a method that which enables continuation of the files for future additions.
- l.) Due to Agency Supervisor within 10 days of the intern's last day of work.

Weekly Report - Recommended Format

Eastern Michigan University

Therapeutic Recreation Internship

NAME _____ REPORT/WEEK NO. _____

HOURS WORKED FOR THE WEEK _____ OVERALL TOTAL _____

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 experiences and how they're related to your personal and/or professional growth.
- 4.) Process (de-brief yourself) on the overall week, positive and negative.

SUBMIT TO: dthomas@emich.edu

Eastern Michigan University
School of Health Sciences

Therapeutic Recreation Internship Evaluation

Date of Evaluation: _____

Student: _____

Direct Supervisor: _____

Agency: _____

Start Date: _____
(month/day/year)

Please respond to all sections of this evaluation form. Use the rating below to evaluate the student. Circle the number that matches the student's performance. Write comments in the space as you wish for clarification.

- 5= Consistently exceeded what is expected
- 4= Occasionally exceeded what is expected
- 3= Consistently achieved what is expected
- 2= Occasionally did not achieve what is expected
- 1= Consistently did not achieve what was expected
- N/A=Inadequate information or does not apply

I. Personal Performance Competencies

1. Judgement

(a) Knows his/her limitations, when to ask for help	5	4	3	2	1	N/A
(b) Can distinguish between important/unimportant matters	5	4	3	2	1	N/A

Comments:

2. Adaptability

(a) Capable of adjusting to situations	5	4	3	2	1	N/A
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Comments:

3. Emotional Maturity

(a) Displays an even temperament	5	4	3	2	1	N/A
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Comments:

4. Enthusiasm

(a) Shows interest in assignments	5	4	3	2	1	N/A
(b) Shows interest in patients and staff	5	4	3	2	1	N/A

Comments:

5. Dependability

(a) Punctual	5	4	3	2	1	N/A
(b) Carries work through to completion						
(c) Comes to work prepared	5	4	3	2	1	N/A

Comments:

6. Initiative

(a) Starts jobs without suggestions or prodding	5	4	3	2	1	N/A
(b) Sees immediately the needs of a Situation	5	4	3	2	1	N/A

Comments:

7. 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:

8. Appearance

(a) Neat and well-groomed	5	4	3	2	1	N/A
(b) Dressed appropriate for Situation	5	4	3	2	1	N/A

Comments:

II. Professional Competencies

1. Administrative practice, student is aware of:

(a) Financial procedures	5	4	3	2	1	N/A
(b) Public relations	5	4	3	2	1	N/A
(c) Care of equipment/facilities	5	4	3	2	1	N/A
(d) Accreditation standards	5	4	3	2	1	N/A
(e) Quality improvement methods	5	4	3	2	1	N/A

Comments:

2. Communications: Verbal and written

(a) Has appropriate voice projection and tone	5	4	3	2	1	N/A
(b) Has ability to write effectively and correctly	5	4	3	2	1	N/A
(c) Has ability to state opinion to a group of professionals	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) Uses 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 participate	5	4	3	2	1	N/A
(c) Adapts during activity	5	4	3	2	1	N/A
(d) Plans appropriately for activity	5	4	3	2	1	N/A

Comments:

5. Attitude & Behavior

(a) Works well with and adjustments to people	5	4	3	2	1	N/A
(b) Accepts suggestions and criticisms graciously	5	4	3	2	1	N/A
(c) Evaluates own work, sets goals for improvement	5	4	3	2	1	N/A
(d) Searches for more knowledge through experience, meetings, inquires, etc.	5	4	3	2	1	N/A

Comments:

6. 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 honestly and Forthrightness	5	4	3	2	1	N/A
(f) Benefits clients, does not cause emotional, mental or physical harm	5	4	3	2	1	N/A
(g) Follows rules & regulations	5	4	3	2	1	N/A

Comments:

7. 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 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) Formative evaluation skills of activity interventions	5	4	3	2	1	N/A

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

III. Overall Evaluation

Consider the following criteria in your overall rating of the students' performance.

Rating Scale

- | | |
|-------------------|---|
| 5. Excellent | Represents an "A" for the internship. Student had consistently exceeded expectations. |
| 4. Above Average | Represent 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 "F" for the Internship. Student consistently failed to achieve what was expected. |

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

Excellent

Above Average

Average

Below Average

Unsatisfactory

Supervisor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____