



UNIVERSITY OF
SOUTH ALABAMA

**TR INTERNSHIP MANUAL
RTH-495**

THERAPEUTIC RECREATION CURRICULUM

(Revised Fall, 2021)

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PREFACE

COURSE DESCRIPTION:

An internship is one of the most important steps a student takes in preparing for a professional career in Therapeutic Recreation (TR), in which the student works full-time in a cooperating agency under the supervision of a Certified Therapeutic Recreation Specialist (CTRS). During this period, a student is able to make practical use of principles, methods, knowledge, and materials, which may have been developed or acquired throughout other college courses.

INTRODUCTION

RTH-495 involves a minimum of 560 hours of internship experience at one setting in which TR services are provided by Certified Therapeutic Recreation Specialists (CTRS). Students enrolled in the TR curriculum register for RTH-495 for 12 hours credit.

THE INTERNSHIP AS PREPARATION FOR NCTRC CERTIFICATION: Graduation from the university does not guarantee preparation for the NCTRC certification examination. Additionally, an internship in LS does not necessarily fulfill NCTRC field placement requirements. It is incumbent upon the student who wishes to have the internship meet the NCTRC requirements to work with the advisor to insure that the placement is appropriate, preparation is adequate, and all NCTRC requirements including length of placement, documentation, and internship activities are met. Visit www.NCTRC.org for specific updated guidelines. Even when all the above are in place, students may not be able to demonstrate personal skills or academic competence sufficient to obtain or maintain an internship placement. Agencies have the right to refuse placement to a student or to dismiss a student any time during the internship if they so wish. The university works with students who have difficulty in this regard, but it cannot guarantee successful completion of an internship.

PURPOSE OF MANUAL:

This manual is intended to enable effective communication among internship students, cooperating agency internship supervisors, and the University. Policies and procedures are suggested as guidelines to assist with placing, supervising, and evaluating fieldwork students.

PURPOSE OF INTERNSHIP:

The overall purpose of the internship is to help students grow personally and professionally. Although specific objectives are expected to vary for each student and agency, the internship should provide:

- (a) students with opportunities for practical experience in the organization and administration of recreational, leisure and health care services in various program areas and to increase his/her knowledge and skill at the face-to-face, supervisory, and executive levels of leadership;
- (b) students with an understanding of, and appreciation for, the professional duties and responsibilities of personnel in the field;
- (c) students with opportunities to determine their professional strengths and weaknesses;
- (d) the University with an evaluation of student performance, and opportunities for the faculty to interact with field professionals and deal with practical problems in the field, and
- (e) the opportunity for agencies and interns to exchange new and updated concepts of TR programming and service delivery.

CRITERIA AND PROCEDURES FOR INTERNSHIP SELECTION

A. CRITERIA FOR SELECTING INTERNSHIP AGENCIES:

Although it is a distinct honor to be selected as an approved cooperating field work agency, it is not something that should be entered into without serious deliberation on the part of agency personnel and policy makers. Considerable professional sacrifice, expense and time are necessary to make this contribution to the professional preparation of future TR specialists. The following criteria and procedures are used in selecting agencies and placing students. Internship agencies are selected on the basis of the following requirements:

- (a) a sincere desire to participate in an educational program to improve the preparation of quality personnel for the profession;
- (b) professionally prepared staff to supervise students - staff with competence, a thorough knowledge of the field, supervisory experience, an interest in field instruction, ability to analyze and evaluate practice, an understanding of professional preparation curriculum, and an interest in improving and maintaining the specialization areas.
- (c) evidence of a sound professional philosophy of human service delivery.
- (d) the agency is innovative in its policies and is interested in maximum professional growth of its staff and the development of a firm Therapeutic Recreation program;
- (e) the mission statement and philosophy is carried out in the organization of the agency and administration of the department;
- (f) adequate resources to afford broad and varied programs and services;
- (g) evidence of adequate facility and community acceptance and support, and
- (h) selection of the type of agency (community, hospital, nursing home, at-risk youth facility, outdoor recreation, etc.) depends upon the special interest, career goals, and previous experience of the intern.

B. PROCEDURE FOR SELECTION OF AGENCY

1. Agencies desiring approved status will indicate that there is policy and administrative approval for participating in the internship program by means of completing the Request for Approval of Agency for Placement of Interns application ([Appendix A](#)) and Joint Contract of Agreement (To be provided by HKS department secretary).
2. A Joint Contract of Agreement (provided by HKS) should be received at the University at the earliest possible date prior to the placement of interns.
3. The University will inform agencies of their status as soon as possible after application following consideration.
4. Selection as an “approved cooperating internship agency” does not insure that a student will be assigned to the agency, but only that the agency will be on the list from which the assignments are to be made.

THE INTERNSHIP PROCESS

A. MEET WITH YOUR UNIVERSITY INTERNSHIP FACULTY SPONSOR.

An appointment should be made with the internship coordinator **six months in advance** of the starting date of the internship. This is necessary to learn about available internship sites and the procedures required selecting, interview, and completing the student-agency agreement. In some cases, students seek internship placements at agencies never before used by the university, and the time needed to create a contract between the University of South Alabama and the agency may be significant.

B. KNOW THE REQUIREMENTS FOR ADMISSION TO THE INTERNSHIP.

Students are encouraged to complete their internships during their last semester in school, providing they meet the following requirements. The student:

- (a) has completed the core of required courses and electives prior to internship;
- (b) must be in good academic standing, not on academic probation, before being allowed to register for the internship;
- (c) has a cumulative grade point average of 2.5 or better,
- (d) must be officially admitted to program candidacy, and
- (e) must apply for internship with the university advisor one full semester prior to the semester in which the student registers for the internship.

C. SECURE THE INTERNSHIP.

The student is responsible for making contacts and arranging potential internship placements. Many internships are very competitive and will select the best candidate for the position. Be prepared for the interview with a copy of your transcript, a cover letter of request to do the internship, a resume, and a list of learning objectives for the experience. These learning objectives can be taken from suggestions given in [Appendix D](#) in this document. TR students should also have a copy of the NCTRC Student Internship Guide available on their website at www.NCTRC.org. Additionally, please follow the steps below when preparing for the agency interview:

1. Dress professionally for the interview; be punctual, cooperative, and confident of your ability to do the internship.
2. For a phone or personal interview you should have a copy of an internship manual, your professional philosophy, a list of your questions, and a prepared copy of your learning objectives that specifically identify skills you hope to gain.
3. It would be to your advantage to have volunteered at the agency during your senior level course work so they see your level of quality as a student and potential intern.
4. Take the student/agency agreement ([Appendix B](#)) with you. Ask if they need a copy of our university's internship manual and have it ready in the interview.
5. Make sure that the supervisor is NCTRC certified if you are seeking TR certification and that he/she has been certified for at least one year. You will eventually have to obtain a copy of his/her certification card so that you can verify that it is current.
6. Make sure that the agency supervisor will be available to you throughout the course of the semester and is willing to spend the time to teach you what you need to know.
7. Ask for an internship manual prepared by the agency. If they do not have one, do not agree to the internship until one is prepared. This protects you from being improperly utilized during the internship.
8. Ask if the supervisor has had interns in the past. Ask if he/she was satisfied with the experience and, if not, what can be done now to improve the internship in the future. Finally, tell the agency supervisor that the university internship sponsor will contact him/her directly.
9. Report back to the university internship sponsor when you believe that you have a strong interest in a particular agency. If appropriate, ask the university internship sponsor to call the supervisor and advocate for the placement. However, remember that your sponsor can only affirm good academic and classroom performance as both have been observed by your teachers. This is where your student behavior is evaluated. If you have attended class, completed projects, performed adequately, demonstrated a positive attitude towards your instructor and other students, your sponsor will be able to advocate good qualities. An internship must be earned. Your performance in the major will be an

indicator of your performance during your internship. Therefore, perform well in your major to earn a good recommendation.

10. What if the student has difficulty securing an internship placement either because of competition, an inability to find a site, or lack of recommendation from the university's teachers? When that happens, students are encouraged to try again, to look at agencies that have not yet been cultivated as internship sites, or to begin volunteering at a targeted agency so the staff can have confidence in the ability of the student to meet the internship requirements. Be aware that no agency has to take or keep a student if it chooses not to. Securing and keeping a placement is largely contingent on the performance of the student, and the expectations of most agencies are in line with those of their own employees.
11. Finally, the student/agency agreement ([Appendix B](#)) is the document that secures the internship. NCTRC certification standards require a minimum of 560 hours over 14 full weeks. However, many agencies require as many as 600 hours. Ask the agency about hour requirements – the number of hours is not set by the student. If the internship begins on a Monday, be sure that it ends on the Monday of the 15th week.

D. START THE INTERNSHIP.

1. The starting date of the internship is negotiable. With the agency and university faculty sponsor's permission, a starting date might precede the registration completion. Sometimes an orientation required by an agency is on a fixed date, and the student must start when the agency is ready. Internships are intended to be full-time experiences. On those occasions where this is not possible, permission by the agency and university faculty sponsor must be secured. External standards by certification agencies must also be considered. Be sure that communication is good among all parties on the starting date.
2. Do not ask for days off, spring break, or other favors that would not be afforded a new employee. The HKS Department discourages taking any class that might overlap the hours of the internship. It is inappropriate for a student to ask an agency to allow him/her to leave during the regular hours (8-5) to take a class. The purpose of the internship is to simulate an employment situation, so any class taken concurrently must be outside internship hours. If a student does intend to take a course in addition to the internship, clear it with the academic advisor first.

CONTINUED

E. RESPONSIBILITIES OF THE UNIVERSITY INTERNSHIP SPONSOR.

1. To review the academic status of all students assigned to his/her supervision. This should be completed prior to meeting with students before they leave campus to begin their internship. The university sponsor should be familiar with the student's academic background, previous work experiences, strengths and weaknesses, internship objectives, reasons for agency selection, and with the agency itself.
2. To meet with students prior to the beginning of the internship and outline their expectations concerning performance, reports, projects, final meeting, agency supervisory visit, and other matters of importance.
3. To represent the University in all official arrangements with the cooperating agencies in the conduct of the off-campus internship.
4. To become acquainted with agency supervisors and agency personnel.
5. To supervise the training of the student in the cooperating agency. In agencies within reasonable distance of the campus (approximately 100 miles), this supervision will include one site visit during the internship. During this visit the supervisor should confer with the student and the agency supervisor regarding the student's progress. The visit should include discussing reports, meeting staff, visiting facilities, and observing programs. Additional visits may be made as appropriate and necessary.
6. To call the agency supervisor and the student as needed. In agencies that are not visited, calls should be made in lieu of agency visits. Other calls will be made as situations dictate.
7. To evaluate internship reports, projects, assignments, and resource file. Reports are to be discussed with the student and the agency supervisor.
8. To evaluate the student's internship experience in cooperation with the agency supervisor. It is the duty of the University sponsor to assign the student's final grade.
9. Attend the final on-campus meeting for each internship student.

F. RESPONSIBILITIES OF THE AGENCY INTERNSHIP SUPERVISOR.

1. One person in the agency should have primary responsibility for the intern. That person should be assigned time to fulfill this responsibility.
2. To have an initial meeting with the student to determine the specific needs and objectives of the student and adapt the internship program accordingly.
3. In cooperation with the student, develop both short and long range responsibilities; establish regular meeting times, etc.
4. Meet with the student at least weekly to arrange schedules, discuss reports, assess progress, and discuss upcoming assignments and schedules.
5. Inform the student of personnel policies and procedures. Also, inform the student of available health and personal liability insurance.
6. Assist the student in understanding the role of the intern and of the practicing professional.

7. Allow the student to progress at a rate that challenges her/him and yet is in the best interests of the agency and its clientele.
8. Monitor the student to assure the quality of the agency's programs and practices in serving its clientele.
9. Provide the student with a written guide of agency expectations and responsibilities.
10. Interpret the internship program to agency personnel, clientele, governing boards, and the community.
11. Assist the student in meeting professionals in the field by introducing him/her at area, regional, and state professional meetings. Encourage the student to attend such meetings by providing professional leave time during the internship.
12. Conduct formal evaluations with the student. The agency supervisor will submit to the university supervisor a written mid-term and final evaluation. Additional evaluations may be made as the need arises.
13. Work cooperatively with the University supervisor in assigning a final grade that is reflective of the student's performance and consistent with the University's grading policies.
14. Provide suggestions to the University for ways to improve their internship program.

G. RESPONSIBILITIES OF THE INTERNSHIP STUDENT.

1. To meet with his/her University supervisor prior to the beginning date of the internship.
2. Provide all information required by the University faculty sponsor. Such information includes goals and objectives for the internship, a resume, copy of CPR and First Aid certification cards if applicable, evidence of student liability insurance, and copy of the agency supervisor's NCTRC certification, if applicable.
3. *To secure necessary health and personal liability insurance.
4. Perform all responsibilities in a professional manner, participate in conferences and training sessions, and submit all reports required by the agency.
5. Visit, observe, and participate in phases of the agency operation other than those assigned.
6. Submit all required reports and assignments to the University as scheduled and on time.
7. Prepare a binder of detailed evidence that all objectives of the internship have been met using weekly reports, artifacts from agency documents, outside sources secured during the internship, etc.
8. In collaboration with the agency supervisor, develop a plan of study and experience to fulfill his/her needs and goals.
9. Complete an internship special project, case study, and in-service.

10. Follow the policies and duties outlined by the Agency, meeting all scheduled commitments and arrangements made in connection with the internship.
11. Make every effort to attend area, regional, and state conferences and meet as many professionals as possible, and participate in sessions when the opportunity presents itself.
12. Pursue the internship with professionalism and enthusiasm.
13. Reflect positively on, and be a credit to, both the University and the Agency.
14. To be currently certified in CPR and Standard First Aid.

*The University does not provide insurance coverage for students during internships; however, students are encouraged to have health/medical insurance during the internship. Vaccination against Hepatitis B, blood borne pathogen training, and up-to-date student liability insurance are all required prior to the start of the internship. Many agencies also require recent TB testing, background, and/or drug testing. The agency is expected to communicate all requirements to the student. Students are expected to submit proof of the required coverage to the agency prior to the start of the internship. The University considers all such arrangements to be between the student and the internship agency.

Student Liability Insurance: As a student intern, your professional responsibilities increase; therefore, your chances of being named in a lawsuit increase as well. Professional liability insurance is an important safeguard for you as a therapeutic recreation intern.

HPSO

<http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp>

Student Liability Insurance through HPSO

Maginnis/Seabury and Smith
 332 South Michigan Avenue, Suite 1400
 Chicago, Illinois 60604
 Telephone: (800) 621-3008 (Ext: 45105)
 Select: students
 Select: professional area of study
 Select: "request a quote."

Student professional liability insurance can be purchased through the American Therapeutic Recreation affiliate www.proliability.com

Background Checks, Drug Testing and Medical Insurance: The HKS Department has a contract with an agency by the name of <https://discover.castlebranch.com/>. If the internship site wants you to provide your own background check you may use this source.

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Department of Health, Kinesiology, and Sport Background Check – Student Instructions:

Step 1: Go to <https://www.castlebranch.com/>

Step 2: At the top of the page click “place order”

Step 3: Enter Package Code: NE35ai and click submit

Step 4: Click the terms and conditions of use boxes and click “Continue” and enter in your personal information and to make payment.

Step 5: Follow on-line instructions to complete your order

Step 6: Once your order is submitted, you will receive instructions to view and print the results of your background check. Results are typically available in 3 to 5 days, but may take longer in some circumstances.

Be advised that some internship agencies may require you to take a drug test before internship placement.

Students should maintain medical insurance for the duration of the internship. Medical insurance may be available through University Health Services, through a spouse’s or parent’s policy, or through an individual policy.

H. STUDENT GUIDELINES FOR COMMUNICATING INTERNSHIP PROGRESS

The internship experience is a culmination of learning that includes past course work and volunteer work in a variety of agencies. It is the student’s chance to practice skills already acquired and learn how to apply new ones that are unique to the agency at which the student is interning.

Students will be required to turn in a variety of reports: All reports must be typed, double spaced, and follow APA guidelines for professional papers.

Reporting attendance during the internship experience:

[Appendix E](#) contains a form provided by NCTRC for logging hours associated with the internship. Use this form to track hours spent working at the agency. Be sure to share it with the internship supervisor for verification. At the end of the internship the agency supervisor must sign the form before it is placed in the student’s binder/portfolio.

Reporting progress on learning objectives:

Students will upload professionally written reports for the University faculty sponsor. Students will also provide a copy of these reports to the internship supervisor. These reports will be filed in the student’s folder and used to determine the student’s final grade. On the Internship Report Form due dates, the faculty sponsor should receive:

Your completed Internship Report Form, including:

- a. Hours completed and dates the report covers
- b. Thoughtful and thorough answers to questions 1 - 3
- c. A list of objectives for the next reporting period
- d. A list of objectives not met from the previous reporting period
- e. A list of new vocabulary terms and their definitions
- f. Identification (checkmark) of any NCTRC National Job Analysis Task Domains you experienced and a detailed description of how each Task Domain was experienced.

Case Study:

Each intern is required to conduct a case study of a client (do not reveal actual name) that includes information related to the TR process that includes assessment, documentation, treatment planning, implementation, and evaluation (See [Appendix F](#) for guidelines).

In-service Project:

Each student is required to conduct an in-service project on an agreed upon topic (See [Appendix G](#) for Guidelines).

Internship Project:

Each intern is required to complete a project that will benefit the agency. This will be a project done with, in, and for the agency. You will leave your completed project with the agency so they can continue to use it in the future. The format outlined on the “Internship Project Form” (see [Appendix H](#)) should be used to plan the project.

Internship Portfolio:

Interns will gather evidence of all that is learned through the internship, linking a series of topics provided by NCTRC to both experience at the internship site and content of courses taken previously to the internship. This is the time to “put it all together.” The guidelines for creating your binder/portfolio are clearly laid out in [Appendix D](#).

Midterm and Final Evaluations ([Appendix I](#)):

The student must take the initiative to complete a midterm self-evaluation, a final self-evaluation, and see that the Agency supervisor completes midterm and final evaluations as well. These are sent back to the University to be filed in the student’s folder and will be returned at the completion of the internship. These evaluations will be discussed by phone or in person when the academic supervisor visits or calls the agency.

Exit Exam:

All students will be required to take an exit exam on relevant material that will be administered on a set date. Students who are out of the greater Mobile area will need to secure a proctoring site to take their Exit Exam. Students who pass the NCTRC certification exam prior to the completion of their degree may be exempt from taking the Exit Exam.

Sponsor and Agency Evaluations:

At the end of the internship, students submit an evaluation of the Facility Sponsor ([Appendix J](#)), evaluation of the Internship agency ([Appendix K](#)) and a student exit survey ([Appendix L](#)).

Determining the final grade:

The internship is graded on a pass/fail basis. Students will be given an S, U or P (in progress) grade. Students pass/fail the internship after an evaluation of their internship reports, assignments, evaluations, portfolio, and exit exam.

Students pass the internship when their evaluations have been satisfactory, the supportive materials are well prepared and complete, and all materials have been promptly turned in to the academic supervisor in time for the grade to be assigned.

Students can fail the internship or even be dismissed during it if any behaviors are deemed unprofessional or unacceptable to the agency or if the internship reports are not promptly and consistently submitted, or if supporting documentation does not indicate that the learning objectives have been met.

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APPENDIX A

**UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
*Request for Approval of Agency for Placement of Interns***

Instructions: The following application provides insights into the ability and willingness of an agency to serve as an internship site for the placement of TR students. Please briefly answer each question and provide documentation when possible. Participation as a field placement agency is a significant professional commitment that is appreciated.

Agency Name: _____

Address: _____

E-Mail: _____

Telephone: _____

Agency Contact: _____

AGENCY INFORMATION:

What is the primary mission of the agency?

Which best describes your agency? (Check all that apply)

Physical Rehabilitation	_____	Psychiatric Rehabilitation	_____
Extended Care Services	_____	Substance Abuse Rehabilitation	_____
Educational Setting	_____	Developmental Disability Services	_____
Corrections	_____	Other (please specify)	_____

Who is/are the *primary* population(s) served by the agency? (Check all that apply)

Senior Adult (65 yrs+)	_____	Mid-Adult (30-64 yrs)	_____
Young Adult (18-29 yrs)	_____	Adolescent (13-18 yrs)	_____
Youth (5-12 yrs)	_____	Pre-School (less than 5 yrs)	_____
Other (please specify):	_____		

Please explain the role of therapeutic recreation within the service delivery structure of the agency. Please attach appropriate documentation.

How long has the agency provided therapeutic recreation services?

_____ years.

Identify the number of staff allocated to provide therapeutic recreation services at the agency:

CTRS _____ Non-certified Personnel _____ Other _____

Please provide information on therapeutic recreation’s role in each of the following areas:

Client Assessment: (Please attach pertinent assessment instruments and documentation.)

Client Treatment/Care/Developmental Training: (Please provide titles or descriptions of services and documentation where possible.)

Documentation and Progress Charting: (Please briefly describe therapeutic recreation’s role in the charting of client progress.)

Program/Outcome Evaluation: (Please provide a description of the means used to evaluate program effectiveness. Offer documentation where appropriate.)

Please list specific opportunities and experiences that will be provided to enhance the professional development of the intern.

List the names of agency personnel who serve as internship supervisors. **Please attach verification of each person’s professional certification status.**

Name	Certification Number	Expiration Date
------	----------------------	-----------------

Signature of Person Completing Application: _____

Date Completed: _____



For University Use Only

Approved _____ Not Approved _____

Signature _____
University Supervisor Date

APPENDIX B

DOUBLE-CLICK THE FORM BELOW TO OPEN A "FILLABLE" PDF FORM

Form B
UNIVERSITY OF SOUTH ALABAMA
HKS-Therapeutic Recreation
STUDENT/AGENCY INTERNSHIP CONFIRMATION OF ACCEPTANCE

Student Information:

STUDENT NAME _____ J Number _____
Student Email _____ Student _____
Student Mailing Address _____ Phone _____

HEALTH, KINSIOLOGY, AND SPORT FACULTY SUPERVISOR

Faculty Supervisor/s **Dr. Ellen Broach 251-461-1454 Contact: ebroach@southalabama.edu**
Ms. Susan Montgomery 251-341-3856 Contact: montgomery@southalabama.edu

AGENCY INFORMATION

Agency Name _____
Agency Address _____
Agency Phone _____
AGENCY ADMINISTRATOR _____ Title _____
ADMINISTRATOR _____
EMAIL: _____

AGENCY INTERNSHIP SUPERVISOR INFORMATION

Supervisor Name* _____ Title _____
Supervisor Phone _____ Supervisor EMAIL: _____

*Resume of Agency Supervisor detailing experience and all pertinent credentials must be submitted to the Faculty Sponsor to the Department of HKS at the University of South Alabama. The above Agency Supervisor should have acopy of and be familiar with the Unviersty Internship Manual

The Agency hereby accepts the above named student as a field training student for the period beginning ___/___/___ and ending ___/___/___ . The Agency agrees to Supervise, assist, and evaluate the student throughout the field training experience and to help meet the established goals and objectives. If other information such as objectives, stipends, wages, expenses, housing, transportation, insurance coverage, etc. is part o the agreement, the Agency must provide the information to the student and faculty sponsor. The student agrees to work a minimum of _____ hours between the above dates and follow all policies and procedures of the Agency expected of a full time employee. The student also agrees to abide by the policies and guidelines outlined in the internship manual.

Signed by _____

Agency Administrator (or Supervisor) _____ Date _____

Student Intern _____ Date _____

Faculty Sponsor _____ Date _____

LS 495 6 hours LS 498 12 hours

APPENDIX C
University of South Alabama
RTH-495 Internship in Leisure Studies – Recreation Therapy
Internship Report Form

Student Name: Name	Jag #: Jag #
Student Phone #: Phone Number	Jagmail: Jagmail@jagmail.southalabama.edu
Agency: Agency	Agency Supervisor: Supervisor
Bi-weekly Hours Total: Bi-weekly Hours	Cumulative Hours to Date: Cumulative Hours
Bi-Weekly Report (Select One): <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> Other For the weeks of: From – To Dates	

***CONFIDENTIALITY STATEMENT-** *As a student and future CTRS, it is your ethical obligation to protect each person to whom you provide recreational therapy services. Confidentiality includes not discussing names or personal information about clients outside of your internship agency. If you include information about clients in your internship assignments, be sure to remove any personally identifying information (i.e. change name, use first name only, use initials, etc.).*

- 1. Discuss three or more things that you learned about Therapeutic Recreation on your Internship during this reporting period. When describing what you learned include the “who, what, where, when, how, and why” for each learning experience. For each learning experience, discuss any feelings you may have had and anything you observed.**

Click here to enter text.

- 2. Discuss your most positive experience(s) during this reporting period.**

Click here to enter text.

- 3. Discuss your most challenging experience(s) during this reporting period. Include any steps you took to address these challenges.**

Click here to enter text.

- 4. List your Objectives for the next reporting period:**

Click here to enter text.

- 5. List Objectives not met from previous reporting period:**

Click here to enter text.

6. New Definitions learned this reporting period:

[Click here to enter text.](#)

7. Any other comments?

[Click here to enter text.](#)

8. Mark the NCTRC National Job Analysis Task Domains you have been exposed to during this reporting period. In the comments sections, write the numbers of the task domains you were exposed to and write a detailed description of what you learned in those domains.

2014 NCTRC National Job Analysis Task Domains

PROFESSIONAL RELATIONSHIPS AND RESPONSIBILITIES

- 1. Establish/maintain effective working relationships
- 2. Create/maintain a safe/therapeutic environment
- 3. Maintain CTRS/required state credential(s)
- 4. Participate in in-service training/staff development
- 5. Maintain knowledge of current TR/RT trends
- 6. Enhance professional competence/additional credentials
- 7. Enhance professional competence
- 8. Support the development of evidence-based practices
- 9. Adhere to professional SOP and code of ethics
- 10. Participate in quality improvement process
- 11. Participate in agency/professional committees

Comments: [Click here to enter text.](#)

ASSESSMENT

- 12. Request/secure referrals/orders
- 13. Obtain/review pertinent information
- 14. Select/develop assessment methods/setting
- 15. Establish therapeutic relationship
- 16. Conduct assessments
- 17. Analyze/interpret results
- 18. Integrate/record/disseminate results

Comments: [Click here to enter text.](#)

PLAN INTERVENTIONS AND/OR PROGRAMS

- 19. Discuss results of assessment
- 20. Develop/document intervention plan
- 21. Develop/select interventions/approaches
- 22. Develop/select protocols

- 23. Utilize activity/task analysis
- 24. Select adaptations/modifications/assistive technology

Comments: [Click here to enter text.](#)

IMPLEMENT INTERVENTIONS AND/OR PROGRAMS

- 25. Explain purpose/outcomes of the intervention/program
- 26. Implement individual/group session(s)
- 27. Use leadership/facilitation/adaptation techniques
- 28. Monitor/address safety
- 29. Observe for response to intervention/program
- 30. Monitor effectiveness of intervention/program

Comments: [Click here to enter text.](#)

EVALUATE OUTCOMES OF THE INTERVENTIONS/PROGRAMS

- 31. Evaluate changes in functioning
- 32. Determine effectiveness of individual intervention plan
- 33. Revise individualized intervention plan
- 34. Evaluate for additional/alternative/discharge of services
- 35. Determine effectiveness of protocols/programs

Comments: [Click here to enter text.](#)

DOCUMENT INTERVENTION SERVICES

- 36. Document participation/adherence to intervention
- 37. Document behavioral observations
- 38. Document occurrences relating to risk management
- 39. Document protocols/modalities
- 40. Document program effectiveness

Comments: [Click here to enter text.](#)

TREATMENT TEAMS AND/OR SERVICE PROVIDERS

- 41. Identify the treatment team/community partners
- 42. Provide information to team/community partners
- 43. Communicate information
- 44. Coordinate/integrate intervention plan
- 45. Develop/provide collaborative services

Comments: [Click here to enter text.](#)

DEVELOP AND MAINTAIN PROGRAMS

- 46. Explain purpose/outcomes of the intervention/program
- 47. Implement individual/group session(s)
- 48. Use leadership/facilitation/adaptation techniques
- 49. Monitor/address safety
- 50. Observe for response to intervention/program
- 51. Monitor effectiveness of intervention/program
- 52. Conduct ongoing program evaluation
- 53. Follow risk management practices

Comments: [Click here to enter text.](#)

MANAGE TR/RT SERVICES

- 54. Comply with standards/regulations
- 55. Prepare/update written plan of operation
- 56. Confirm programs are consistent with agency mission
- 57. Recruit/train/educate/supervise/evaluate staff
- 58. Provide staff development/mentorship
- 59. Develop/implement/maintain internship program
- 60. Prepare/implement/evaluate/monitor annual budget
- 61. Support research programs/projects
- 62. Develop/conduct quality improvement plan
- 63. Write summary reports of TR/RT services
- 64. Identify/obtain/manage supplemental funding

Comments: [Click here to enter text.](#)

AWARENESS AND ADVOCACY

- 65. Establish/maintain network with organizations/advocates
- 66. Advocate for rights of person(s) served
- 67. Provide education to internal/external stakeholders
- 68. Promote marketing/public relations
- 69. Monitor legislative/regulatory changes

Comments: [Click here to enter text.](#)

APPENDIX D

UNIVERSITY OF SOUTH ALABAMA RECREATION THERAPY CURRICULUM *Portfolio Guidelines*

USE THESE GUIDELINES FOR GATHERING ALL THE EVIDENCE YOU NEED FOR THE BINDER/PORTFOLIO THAT IS DUE AT THE END OF THE INTERNSHIP. THE BINDER WILL BE REVIEWED AT MIDTERM AND WILL BE USED TO DETERMINE YOUR FINAL GRADE.

How to set up your portfolio:

First, place the log of hours from page three of the NCTRC Student Internship Report form in the front of the binder. Then, place the summary of all the topic areas next. It's page two of the NCTRC Student Internship Record. On it are boxes that are used to determine dates for completing all the areas/topics required to be covered. **Then, create sectional dividers for each of the overall topic areas (A through J.)** Nicely type on each sectional divider the name of the topic area and all the items that will be covered in that section of the binder. All artifacts and evidence go in the binder under the appropriate section. In the internship report, you simply write that you have put these artifacts in your binder. At the mid-term and final review, the University Faculty Sponsor will go over the binder to verify all that the student has gathered/learned during the previous weeks.

Identify each of the following topic areas that you address. For example, type A 4 PARTICIPATE IN IN-SERVICE TRAINING/STAFF DEVELOPMENT and follow it with a detailed description of the in-service training that you attended. If a handout was provided, place this in your binder too.

Some of the topic areas may not be addressed by the internship supervisor, but you should take the initiative to research and cover it yourself. For example, Week one is a great time to make sure that you've got your professional standards and code of ethics in your binder. Go retrieve those documents from your past class files, or download them again from the internet, and at the end of week one, type A 7 ADHERE TO PROFESSIONAL STANDARDS/CODE OF ETHICS. Then report that you have placed the standards of practice and code of ethics in your binder. Many of the following topics can be covered by retrieving artifacts from your previous classes. The idea is that the final binder contains everything you'd need to begin your practice.

NCTRC Topics and Objectives for each topic:

A. Professional Relationships and Responsibilities

1. Establish/maintain effective working relationships
2. Create/maintain a safe/therapeutic environment
3. Maintain CTRS/required state credential(s)
4. Participate in in-service training/staff development
5. Maintain knowledge of current TR/RT trends
6. Enhance professional competence/additional credentials
7. Enhance professional competence
8. Support the development of evidence-based practices
9. Adhere to professional SOP and code of ethics
10. Participate in quality improvement process
11. Participate in agency/professional committees

B. Assessment

12. Request/secure referrals/orders
13. Obtain/review pertinent information
14. Select/develop assessment methods/setting
15. Establish therapeutic relationship
16. Conduct assessments
17. Analyze/interpret results
18. Integrate/record/disseminate results

C. Plan Interventions and/or Programs

19. Discuss results of assessment
20. Develop/document intervention plan

21. Develop/select interventions/approaches
22. Develop/select protocols
23. Utilize activity/task analysis
24. Select adaptations/modifications/assistive technology

D. Implement Interventions and/or Programs

25. Explain purpose/outcomes of the intervention/program
26. Implement individual/group session(s)
27. Use leadership/facilitation/adaptation techniques
28. Monitor/address safety
29. Observe for response to intervention/program
30. Monitor effectiveness of intervention/program

E. Evaluate Outcomes of the Interventions/Programs

31. Evaluate changes in functioning
32. Determine effectiveness of individual intervention plan
33. Revise individualized intervention plan
34. Evaluate for additional/alternative/discharge of services
35. Determine effectiveness of protocols/programs

F. Document Intervention Services

36. Document participation/adherence to intervention
37. Document behavioral observations
38. Document occurrences relating to risk management
39. Document protocols/modalities
40. Document program effectiveness

G. Treatment Teams and/or Service Providers

41. Identify the treatment team/community partners
42. Provide information to team/community partners
43. Communicate information
44. Coordinate/integrate intervention plan
45. Develop/provide collaborative services

H. Develop and Maintain Programs

46. Explain purpose/outcomes of the intervention/program
47. Implement individual/group session(s)
48. Use leadership/facilitation/adaptation techniques
49. Monitor/address safety
50. Observe for response to intervention/program
51. Monitor effectiveness of intervention/program
52. Conduct ongoing program evaluation
53. Follow risk management practices

I. Manage TR/RT Services

54. Comply with standards/regulations
55. Prepare/update written plan of operation

56. Confirm programs are consistent with agency mission
57. Recruit/train/educate/supervise/evaluate staff
58. Provide staff development/mentorship
59. Develop/implement/maintain internship program
60. Prepare/implement/evaluate/monitor annual budget
61. Support research programs/projects
62. Develop/conduct quality improvement plan
63. Write summary reports of TR/RT services
64. Identify/obtain/manage supplemental funding

J. Awareness and Advocacy

65. Establish/maintain network with organizations/advocates
66. Advocate for rights of person(s) served
67. Provide education to internal/external stakeholders
68. Promote marketing/public relations
69. Monitor legislative/regulatory changes

NCTRC Job Analysis Task Domains

NCTRC Certification Standards require that candidates gain exposure to the components of the NCTRC Job Analysis Task Domains.

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.

*Complete version of the NCTRC Job Task Domains is available online at www.NCTRC.org.

APPENDIX E

Documentation of Field Placement Experience

Job Analysis Task Domain

An acceptable field placement experience is defined by the therapeutic recreation process as delineated in the NCTRC Job Analysis Study Task Areas. The NCTRC Job Analysis Task Domains are:

A - Professional Roles and Responsibilities
B - Assessment
C - Planning Interventions and/or Programs
D - Implementing Interventions and/or Programs
E - Evaluate Outcomes of the Interventions/Programs

F - Documenting Intervention Services
G - Working with Treatment and/or Service Teams
H - Organizing Programs
I - Managing TR/RT Services
J - Public Awareness and Advocacy

Instructions

In the table below, list the weekly dates and daily hours under each day of each week. List total hours in the second to last column and the

Job Analysis Categories you worked on that week in the final column. Do not count the time taken for lunch or breaks in the total weekly hours.

EXAMPLE

Week	Dates	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hrs	JA Domains
1	4/3/06 - 4/8/06	0 to 0	8:00 - 4:00	10:00 - 6:30	0 - 0	10:00 - 6:30	8:00 - 4:00	12:00 - 8:00	30	A, B, C

TIME LOG OF HOURS

Week	Dates	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hrs	JA Domains
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
TOTAL HOURS										

FIELD PLACEMENT CTRS SUPERVISOR'S SIGNATURE _____ DATE _____

APPENDIX F

UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
Case Study

1. Identify information: patient's initials, age, gender, and racial/ethnic background.

2. Diagnosis:
 - a. Patient's diagnosis as stated in the medical record
 - b. Brief description of case, including:
 1. signs and symptoms
 2. clinical course and prognosis
 3. medical and/or surgical management
 - c. Date of onset and date of admission
 - d. Patient's chief complaints, signs, and symptoms on admission.

3. Personal history: Discuss pertinent information in the following areas: social, medical, educational, and vocational.

4. Treatment plan other than therapeutic recreation: medical, nursing, social service; physical, occupational and speech therapies, dietary, psychological, home health care (Obtain this information from appropriate personnel as well as the chart.).

5. Therapeutic Recreation Program
 - a. Referral: Include date of onset and special information precautions and/or restrictions.
 - b. Initial evaluation: Include evaluation procedures and results in the following areas:
 1. Physical skills
 2. Cognitive skills
 3. Social interaction skills
 4. Psychological, mental status, mood, cooperation, motivation, social problems
 5. Past social, leisure, and recreational involvement
 6. Barriers to progress including: physical, attitudinal, financial and social
 7. Patient's goals with regard to community living

- c. Summary of patient's assets and deficits
 - d. TR treatment objectives and goals
 - e. Implementation: give a detailed description of entire treatment process including:
 - 1. Methods techniques and equipment
 - 2. Therapist's role
 - 3. Patient's response and progress
 - 4. Modification of goals and/or methods
6. Discharge Plans
- a. Discharge summary
 - 1. Patient's prognosis
 - 2. Plans for the patient
 - 3. Specific role of TR specialist in discharge planning
 - 4. Family involvement and training

APPENDIX G

UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
Guide for In-service Project

INSTRUCTIONS: This is designed to serve as a guide for the completion of the In-service Project. The student is expected to complete an in-service project that will benefit themselves and the agency. The In-service Project is to be discussed with the Agency Supervisor and must be completed by the end of the internship. *(Copy the following and use as a shell for your paper)*

TITLE OF IN-SERVICE PROJECT:

RATIONALE FOR THE IN-SERVICE PROJECT:

(Provide a written rationale for performing the designated project. This should include background information and ultimate benefits to the agency. This should also include the date of the in-service and the audience for whom the in-service was presented.)

OBJECTIVES (Outcomes proposed that would result from the completed in-service project):

DESCRIPTION OF THE IN-SERVICE:

COPY OF THE IN-SERVICE PROJECT OUTLINE AND CONTENT: (You may also upload a copy of your slide show or photos of your project)

EVALUATION OF THE OUTCOME: (Description of how effective the in-service project was in accomplishing the stated objectives, as well as recommendations for changes or expansion of the project.)

APPENDIX H

UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
Internship Project Form

INSTRUCTIONS: This is designed to serve as a guide for the completion of the Internship Project. The student is expected to complete a major project that will benefit themselves and the agency. The Internship Project is to be discussed with the Agency Supervisor and must be completed by the end of the internship. *(Copy the following and use as a shell for your paper)*

TITLE OF INTERNSHIP PROJECT:

RATIONALE FOR THE PROJECT:

(Provide a written rationale for performing the designated project. This should include background information and ultimate benefits to the agency.)

OBJECTIVES (Statements of general outcomes that will result from the completed project):

DESCRIPTION OF THE PROJECT:

COPY OF THE PROJECT OR DOCUMENTATION OF THE PROJECT:

EVALUATION OF THE OUTCOME:

(Description of how effective the completed project will be in accomplishing the stated objectives, as well as recommendations for changes or expansion of the project.)

APPENDIX I

**UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
*Internship Evaluation Form***

MID-TERM (self) or MID-Term (supervisor)

FINAL (self) or FINAL (supervisor)

Name of Student: _____ Date of Evaluation: _____

Name of Rater: _____ Position : _____

Agency: _____

Phone number: () _____ Email: _____

Period Covered by Rating: From _____ To _____

This rating should be made with care and fairness. Reflect carefully upon the person's work and make an honest judgment of the qualities of the trainee. Base your judgment on the entire period covered, not upon isolated incidents alone. This evaluation is to be made on a term basis, and the evaluation should be shared with the student. Please evaluate the student in the categories identified using the following scale by filling in the blank with the appropriate letter from the following categories.

A=OUTSTANDING Consistently exceptional in fulfilling requirements.

B=COMMENDABLE More than frequently meets and exceeds minimum requirements.

C=GOOD Regularly meets and occasionally exceeds minimum requirements.

D=FAIR Does marginally passable work but does not extend oneself.

F=POOR Fails to meet minimum requirements.

NA=Not Applicable

DNO=Did Not Observe

I. PROFESSIONAL PERFORMANCE

Established work goals: _____

Succeeded in achieving goals: _____

Planned work to be accomplished: _____

Completed assignments by date due: _____

Was critical of own performance
and quality of work: _____

Conducted self well before groups: _____

Showed an ability to communicate ideas: _____

Strived for quality in written expression: _____

II. PROFESSIONAL PERSONALITY

Was enthusiastic: _____

Was courteous and tactful: _____

Voice quality, speech presentation,
tone and inflection: _____

Displayed sense of humor: _____

Displayed mature judgment: _____

Displayed concern for others: _____

III. PROFESSIONAL ATTITUDE

Displayed initiative and imagination: _____

Displayed enthusiasm for the profession: _____

Accepted assignments willingly: _____

Attended professional meetings: _____

Upheld departmental policies: _____

Accepted suggestions, direction
and critical evaluation: _____

IV. PROFESSIONAL KNOWLEDGE

Displayed ability to integrate conceptual
knowledge and activity skills: _____

Displayed knowledge and understanding
of program principles and methods: _____

Showed an ability to apply knowledge
in a practical manner: _____

Showed grasp of total field: _____

Possessed a wide variety of interests: _____

V. NCTRC Job Analysis –Job Tasks for the CTRS

*NCTRC Certification Standards require that candidates gain exposure to the components of the NCTRC Job Analysis Task Domains. 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. *Complete version of the NCTRC Job Task Domains is available online at www.NCTRC.org.*

Use the following rating:

N/A (not applicable): This task will not be part of this internship experience.

I/R (Independently researched): This task was not covered in the internship but
exposure was gained via another resource. Evidence will be documented.

N/Y (Not yet): This task will be covered in the second half of the internship.

S/E (some exposure): This task has been introduced and more coverage will follow.

C/E (completed exposure): This task has been addressed/completed.

A. Professional Roles and Responsibilities

1. Establish/maintain therapeutic relationship _____

2. Create/maintain a safe/therapeutic environment _____
 3. Maintain CTRS credential _____
 4. Participate in in-service training/staff development _____
 5. Maintain knowledge of current TR/RT standards _____
 6. Enhance competence (additional credentials) _____
 7. Enhance professional competence through contribution to the TR/RT field (e.g., professional presentations, research, attending conferences) _____
 8. Support the development of evidence-based practices _____
 9. Adhere to professional standards/code of ethics _____
 10. Participate in quality improvement process _____
 11. Participate in agency/professional committees _____
- B. Assessment**
12. Request/secure referrals _____
 13. Obtain/review pertinent information _____
 14. Select/develop assessment methods _____
 15. Establish therapeutic relationship _____
 16. Conduct assessments _____
 17. Analyze/interpret results _____
 18. Integrate/record/disseminate results _____
- C. Planning Interventions and/or Programs**
19. Discuss results of assessment _____
 20. Develop/document individualized intervention plan _____
 21. Develop/select interventions/approaches _____
 22. Develop/select protocols _____
 23. Utilize activity/task analysis _____
 24. Select modifications/assistive technology _____

D. Implementing Interventions and/or Programs

25. Explain purpose/outcomes of the intervention _____
26. Implement individual/group sessions _____
27. Use leadership/facilitation techniques _____
28. Monitor/address safety _____
29. Observe person served for response to intervention _____
30. Monitor effectiveness of individual/group intervention _____

E. Evaluate Outcomes of the Interventions and/or Programs

31. Evaluate changes in functioning _____
32. Determine effectiveness of individualized plan _____
33. Revise individualized intervention plan _____
34. Evaluate need for termination of services _____
35. Determine effectiveness of modalities/programs _____

F. Documenting Intervention Services

36. Document participation and adherence _____
37. Record behavioral observations _____
38. Document occurrences relating to risk management _____
39. Document modalities and protocols _____
40. Document for program effectiveness _____

G. Treatment Teams and/or Service Providers

41. Identify the treatment team/community partners _____
42. Provide TR/RT information to team members _____
43. Communicate information regarding person served _____
44. Coordinate/integrate intervention plan _____
45. Develop/provide collaborative services _____

H. Develop and Maintain Programs

- 46. Maintain equipment and supply inventory _____
- 47. Plan and coordinate support services _____
- 48. Maintain program budget and expense records _____
- 49. Develop and distribute schedules _____
- 50. Identify funding sources _____
- 51. Conduct needs assessment for TR/RT service delivery _____
- 52. Conduct ongoing program evaluation _____
- 53. Follow risk management practices _____

I. Managing TR/RT Services

- 54. Comply with standards and regulations _____
- 55. Prepare and update c plan of operation _____
- 56. Confirm that programs are consistent with agency mission and TR/RT service philosophy and goals _____
- 57. Recruit, train, educate, supervise, and evaluate _____
- 58. Provide staff development and mentorship _____
- 59. Develop, implement and/or maintain internship program _____
- 60. Prepare, implement, evaluate, and monitor annual budget _____
- 61. Support research programs or projects _____
- 62. Develop and conduct quality improvement plan _____
- 63. Write summary reports of TR/RT services _____
- 64. Identify, obtain, and manage supplemental funding _____

J. Awareness and Advocacy

- 65. Establish network with organizations/advocates _____
- 66. Advocate for rights for persons served _____
- 67. Provide education to the community _____

68. Promote marketing/public relations _____

69. Monitor legislative and regulatory changes _____

RATER'S COMMENTS:

In relation to previously supervised field trainees, I would rank this student:

Superior - Above Average - Average -. Below Average - Unsatisfactory

STUDENT'S COMMENTS:

Rater's Signature _____ Date _____

Rater's Name (printed) _____

Student's Signature _____ Date _____

Student's Name (printed) _____

To the agency supervisor:

We recognize the agency's right to use an evaluation tool of its choosing. The above tools are suggested because of their relevance to standard measures of work performance and NCTRC's standards and recommendations for the documentation of competence development. However, if the agency believes that its tool is an effective evaluation instrument and complies with NCTRC's intent, the university will consider accepting it in place of, or in addition to the above.

If the agency prefers to use the TRIE (Therapeutic Recreation Intern Evaluation), developed in 1997 by the Cincinnati-Dayton Area Recreational Therapy Association, Inc. and available without charge, this, too, is acceptable. That document can be e-mailed to you upon request.

APPENDIX J

**UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
*Student Evaluation of University Faculty Sponsor***

Complete this form online via Google Forms

Agency: _____

Agency Supervisor: _____

Faculty Sponsor: _____

Students Name: _____

Rate faculty sponsor in regard to the overall internship placement and experience.

1 = Unsatisfactory 2 = Poor 3 = Satisfactory 4 = Good 5 = Excellent

Please Circle your response and add comments:

- | | | | | | | | |
|----|---|----|---|---|---|---|---|
| 1. | Feedback as needed or requested | NA | 1 | 2 | 3 | 4 | 5 |
| 2. | Information on due dates for Projects and reports | NA | 1 | 2 | 3 | 4 | 5 |
| 3. | Communication through visit Or telephone call | NA | 1 | 2 | 3 | 4 | 5 |
| 4. | Additional Comments: | | | | | | |

Student Signature _____ Date _____

Please return to: Dr Ellen Broach
Department of HKS
University of South Alabama
Mobile Alabama 36688-0002

Appendix L

UNIVERSITY OF SOUTH ALABAMA
RECREATION THERAPY CURRICULUM
Student Exit Survey

Complete this
form online via
Google Forms

Please rate the below curriculum statements based on the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Curriculum Statements	Rating
Overall, I feel my USA undergraduate experience (courses and internship) has adequately prepared me to perform the duties of an entry level recreational therapist.	
Overall, I feel my LS Degree with TR Concentration program at USA prepared me with the knowledge and skills of a recreation therapist as defined by the NCTRC Job Analysis.	
The classrooms, computer resource labs, library, and other campus learning facilities were adequate for and appropriate to my needs as a student.	
My major academic advisor was helpful and effective in guiding me through the educational process and assisting me in effectively executing my degree plan.	
Instructors in most of my courses were available outside of class for advice on academic projects.	
During office consultations, my major advisor treated me with respect and dignity.	
I motivated myself to perform at a high level of academic excellence in my classes at USA.	

If I had it to do all over again, I would once again major in therapeutic recreation at USA.	
The professors teaching LS prefix courses were knowledgeable about the subject matter at hand.	
The professors teaching support courses (those without an LS prefix) were knowledgeable about their respective academic disciplines.	
Being a graduate of USA's therapeutic recreation program is a source of pride for me.	

Please provide any additional comments:

Please return to: Dr Ellen Broach
 Department of HKS
 University of South Alabama
 Mobile Alabama 36688-0002