

2010

Therapeutic Recreation Internship Manual



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PREFACE

Within the mandate and mission of Longwood University and that of the College of Education and Human Services, the primary purpose of the Therapeutic Recreation Program is the development of competent and qualified entry level therapeutic recreation professionals. One of the primary means of accomplishing this purpose is through academic and professional supervised field-work and internship experiences in clinical, residential and community based therapeutic recreation programs.

Students in the Therapeutic Recreation Program participate in a variety of career related and professionally supervised experiential learning situations throughout their college career. The therapeutic recreation student will complete at least 120-hours of career related summer employment or volunteer experience called, *preliminary fieldwork*,; a number of fieldwork experiences as part of the academic program; and two internships: a 10 to 12 week (6 semester credit hour) Junior Internship and a 14 to 16 week (12 semester credit hour) Senior Internship.

The Therapeutic Recreation Internship Program is a component of the therapeutic recreation curriculum in which students earn academic credit for experiential learning through professionally supervised work experiences. This program assists students in understanding and experiencing the world of work and the field of therapeutic recreation beyond the college campus by testing skills, facts, ideas and theories presented in the classroom. During the Internship Program students can explore professional and career goals, evaluate professional competencies and develop networking and interpersonal skills.

The requirements of the Therapeutic Recreation Internship Program at Longwood University have evolved since 1976 to where they meet and exceed those established by the National Council for Therapeutic Recreation Certification (NCTRC) and the Council on Accreditation Standards. The faculty of the Therapeutic Recreation Program are dedicated to maintaining this standard of excellence and are appreciative of the therapeutic recreation specialists and leisure service practitioners who very willingly and unselfishly give of themselves and share the resources of their agencies in this collaborative approach to professional education.

INTRODUCTION

The purpose of this manual is to provide students, faculty, agency supervisors, and prospective placement agencies with information about the Therapeutic Recreation Internship Program at Longwood University. This manual is to serve as a guide for planning, establishing, and carrying out the Junior and Senior Internship experiences. It is anticipated that there will be a variety of learning experiences and opportunities available at internship agencies that are not included or described herein. The internship student is an emerging professional who, in the future, must guide the course of his or her own career. Consequently, a major portion of the responsibility for the success of the experiences rests with the student working in collaboration with the student's advisor, and the college internship and agency supervisors.

The internships are meaningful, practical learning experiences of 40 hours per week for a minimum of ten (10) consecutive weeks for the Junior Internship and fourteen (14) consecutive weeks for the Senior Internship. They take place in various human, health and leisure service agencies that provide therapeutic recreation. They involve the student in opportunities related to planning, facilitating, administering and evaluating therapeutic recreation programs. Internships are not only beneficial to the students involved but also provide a unique cooperative arrangement, to both the host Agency and the University. Internships offer agencies the opportunity to establish a working relationship with the University which may help to expand staff's knowledge of current academic preparation. They offer the participating agency a chance to enhance its ability to serve clientele through the contributions of the student. Internships provide the agency with a chance to survey and evaluate potential employees. And, most importantly, they offer agency personnel a chance to participate in the preparation of future therapeutic recreation specialists.

The internships are a bridge for the student between academic studies and professional endeavors. They are partnerships between the University, the student and the Agency. Each of the parties in this relationship assumes definite responsibilities, performs specific functions and receives various benefits. A set of goals that are based on the needs and resources of the student and the agency guide the internship. When each party fulfills his or her roles in the relationship, then the internship will be a valuable experience for all.

The therapeutic recreation student at Longwood University must complete two internships. The Junior Internship (RECR 392) takes place the summer semester after the student has completed all academic requirements up to and including junior year, and lasts for a minimum of ten (10) consecutive weeks. The Senior Internship (RECR 492) is completed in the spring semester after the student has completed all of his or her course work, and lasts for a minimum of fourteen (14) consecutive weeks. One can complete the Senior Internship in the fall with permission of the Therapeutic Recreation collective faculty.

These experiences are designed so that each builds on the preceding one and provides the student with increased levels of learning.

Attaining maximum benefits of internships depends greatly upon the student's realization and performance of his or her responsibilities. Agencies considerate enough to

open their doors to admit students have many functions and responsibilities: they must ensure quality professional services and cannot tolerate inefficiency, irresponsibility or other actions by staff, voluntary personnel or academic interns. By accepting an internship, the student becomes an integral, professional part of the agency and must adhere to the standards of both the Agency and the University. What the student gains in personal experience as a trainee is largely dependent upon the student's contributions to the Agency and to her or his active involvement in the learning process inherent to internships.

PURPOSE AND INTENT OF THE INTERNSHIPS

The primary purpose of the internships in therapeutic recreation is to provide students with quality experiences that will further their professional growth and upon which they may build their professional careers. Students select internship agencies appropriate to their academic skills, needs and career goals. The following constitute the general intent of the therapeutic recreation internship program at Longwood University:

- 1. To provide the student an opportunity to practice the application of leisure theory and therapeutic recreation techniques within human service agencies preferably under the supervision of a Certified Therapeutic Recreation Specialist (CTRS)¹ during the Junior Internship and mandatory supervision of the student of a Certified Therapeutic Recreation Specialist (CTRS) during the Senior Internship.**
- 2. To provide the student opportunities to discover and define his or her professional strengths and weaknesses and to strengthen interpersonal skills.**
- 3. To broaden the student's concepts of play, recreation, leisure and therapeutic recreation and provide experiences that will expand the student's understanding of human behavior and disability as these relate to leisure behavior and expression.**
- 4. To broaden the student's understanding of health and human service delivery systems and multi-disciplinary approaches to treatment, habilitation and rehabilitation.**
- 5. To provide the University with a practical setting for evaluating student performance thereby enabling the assessment and appropriate modification of the curriculum.**
- 6. To establish and enhance communication between agencies and the University.**
- 7. To provide practitioners an opportunity to participate in the pre-professional education and training of therapeutic recreation specialists.**

¹ The primary supervisor must possess active certification status at the CTRS level on the first day of the applicant's field placement. The primary CTRS supervisor must be a full-time employee and work a minimum of 32 hours a week at the sponsoring agency.

Agency and Site Approval Procedures

Internship experiences may take place in any *University approved* agency or organization. Approval of an agency or organization by the Therapeutic Recreation (TR) faculty is based on an assessment of material obtained either by the faculty or by the student. If a student wishes to select an agency that is not already approved by the University, she or he must send a letter with an enclosed *Internship Agency Questionnaire* to the prospective agency. This letter and questionnaire is available from the TR Internship Coordinator. The agency in turn sends this documentation back to the TR Internship Coordinator. In order for the agency to be eligible, documentation must be submitted *at least three months before* the semester the student will begin the internship. The student is reminded that NCTRC requires a minimum of 480 hours of full-time CTRS supervision. All senior interns must be supervised by a CTRS!

According to NCTRC a CTRS supervisor must be a full-time employee and work a minimum of 32 hours a week at the sponsoring agency. They must also possess an active CTRS credential for one year prior to supervising an internship student. Seasonal or temporary employment is not accepted.

Out-of-State Internship Sites

Numerous and excellent internship opportunities exist within a 300-mile radius of Longwood University. The student with an interest in pursuing an out of state internship must write a paper addressing the following items:

1. Justify her/his desire or perhaps need to pursue an out of state internship.
2. Provide examples or rationale of the following attributes: ability to be independent; leadership and initiative qualities and potential; academic status including current GPA (must be a 2.5 or above for therapeutic recreation core courses and 2.25 overall cumulative).
The ability to attend a site outside of Virginia will be based on the following evidence:
 - Attendance of classes and outside functions relating to academic courses
 - Being on time for class
 - Being prepared for class (read assignments, participate in class, hand in class assignments on time)
 - Respectful to peers and professors
3. Explain why there is not a comparable internship site in state.
4. Involvement and participation in campus and community activities (TRO, other campus organizations).

Students must provide a copy of this written paper to the Coordinator of the Therapeutic Recreation Program by the following deadlines: Juniors – November 1; Seniors – September 15. Approval of the out of state internship will be made by the TR faculty within 1 week of

receiving the student's justification.

Agency Selection Procedures

The selection of an internship site should be *carefully* determined. Consideration of an internship site should be based on the goals, skills and interests of the student, and the feasibility of a particular agency to provide opportunities for learning through practical experiences and professional development.

The student must realize from the very beginning the importance of the decision he or she makes in the selection of an agency. In all likelihood, the future professional career of the student will be significantly influenced by the agencies selected for the internship experiences. These internship selections are perhaps the *two most important decisions faced by the student in his or her academic career*. The responsibility for this decision rests largely with the student.

Reviewing the Internship

In beginning the process of agency selection, the student should:

1. Meet with Pre-Intern Seminar instructor to discuss strengths, needs, interests and goals for the internship and internship sites that may address these issues.
2. Review the internship website located on the Career Center homepage & choose potential agencies to examine further.
3. Review hard copies of additional information/literature about the agency in the internship file folders in the Career Center.
4. Discuss potential agencies with other TR faculty.
5. Seek advice from those who have recently completed an internship.

Correspondence with Agencies

After becoming familiar with potential agencies and having determined a preliminary set of goals, the student should initiate the procedures necessary to set up interviews with prospective agencies. This is most commonly done with either a letter of inquiry or a telephone call to the agency contact person listed in the internship file. All correspondence (i.e. letters, resume) with potential and accepted internship agencies is to be word-processed, with only clean, correct, appropriately styled and laser printed copies sent to agencies. *A copy of all correspondence is to be kept in a personal internship file and given to the Internship Coordinator.* A summary record of all telephone calls and/or emails whether initiated by the student or by agency personnel, should be kept by the student in his or her professional internship file.

Interviews

A minimum of two interviews for the Junior Internship are to be completed. Students completing a senior internship must have at least one interview. Additional interviews may be needed in order to achieve the best possible agency for the internship experience. The student should be prepared for each interview with a resume (if it had not been sent prior to the interview), a clearly stated list of goals for the internship experience, a list of questions to ascertain if the agency will provide the type of experiences she or he seeks, and *interview evaluation forms* (see below). The student should prepare for the interview by becoming familiar with the important aspects of the interview process (Career Center) and by *researching the agency involved for each specific interview*. Preparedness is the key. Students are encouraged to have face to face interviews at agency sites if at all possible. In certain cases where students have been given approval to seek placement at an out-of-state site, it may be necessary to conduct a telephone interview. In such cases, resumes, goals and objectives, agency interview evaluation forms, should be sent by the student to the interviewer *at least two weeks* prior to the interview.

Agency Interview Evaluation

An *Agency Interview Evaluation Form* will be left by the student with the individual(s) at the agency conducting the interview. This form should be completed by the agency interviewer(s) and returned to the TR Coordinator as indicated on the form. The student will also complete a *Self-Evaluation Form* for each interview and placed in the professional internship file.

Professional Internship File

Your professional file is first started in RECR 300 Pre-Internship Seminar class. You will continue to add to your file until you have completed both internships. The following items are placed in this file:

1. Resume
2. All letters to agencies (inquiry or initial, thank you, acceptance and decline)
3. Evaluations (self and agency for all interviews)
4. Internship Goals
5. Acceptance Form
6. Applications (agencies that require)
7. Phone and email logs to agencies.

Once this file is completed, it is given to the Internship Coordinator until the start of each internship. Once your internship starts this file is given to the Internship Supervisor.

Final Agency Selection Process

The student should bear in mind the importance of agency selection in terms of his or her career goals, strengths and needs. Once the student has made a selection of an internship site, he or she begins the acceptance process. If a student wishes to select a site that is out-of-state or is not on the University approved internship list, all of the appropriate eligibility documentation (see, *Agency Eligibility Requirements*) MUST be submitted to the

TR Intern Coordinator *at least three months* prior to beginning the internship.

Agency Acceptance and Placement

After the student has received confirmation to accept the internship offer of his or her choice, the student completes the top portion of the *Agency Acceptance Form* and sends it to the Agency Supervisor to complete along with an "acceptance" letter. The student sends an appropriate letter of decline to all other agencies contacted during the process of selecting a site. After the Agency Supervisor completes the Agreement and sends it back to the student, the student signs the bottom and submits the completed agreement to the TR Program Coordinator. The student is strongly advised to keep copies of *all* correspondence related to internships.

The *Agency Affiliation Agreement* is the legal contract between Longwood University and the internship agency. According to Longwood University policy, this contract cannot be initiated until the TR Program Coordinator receives the completed *Agency Acceptance Form*. If the University has not had a prior affiliation with the chosen agency, or the affiliation is not recent (within the past year), this process may be cumbersome and time consuming. Established timelines, therefore, will be *strictly* adhered to.

Placement Review

It is recognized that in rare cases, after the student begins the internship, it is determined by all parties involved that the internship placement may be considered detrimental to the student's or agency's clients' well-being. The student who feels this is the case may petition for a review of his or her particular situation and seek a new internship placement. The student must be aware, however, that *if* a new placement is granted, she or he *forfeits all hours earned* at the previous site and must fulfill the internship requirement with a new, approved agency. This new placement must be completed by the last day of the semester in which the student is registered.

Credits and Hours

The internship experience shall be a full-time work and learning experience consisting of 40 hours per week. The Junior Internship lasts for a duration of no less than ten consecutive weeks. The student registers, pays for and receives six semester credit hours for successfully (grade of C or better) completing this internship. The Senior Internship lasts for a duration of not less than 14 consecutive weeks. The student registers, pays for and receives 12 semester credit hours for successfully (grade of C or better) completing this internship. Each internship has a \$100 administrative course fee that is separate from tuition. Also, interns are to adhere to both work and holiday schedules maintained *by the agency*. It is possible that an agency does not observe the same workdays and holidays as the University.

Internship Manual and Course Syllabi

The *Longwood University Therapeutic Recreation Program Internship Manual* is required for the both internships. The Manual may be purchased from the Longwood University Bookstore. This manual provides vital information for both the Junior and

Senior therapeutic recreation internships. A course syllabus will be provided for both RECR 392 and 492 during the mandatory pre-internship meetings. The syllabi will list the dates each internship assignment is due unless otherwise specified by the Internship Supervisor.

Outside Course Work and Employment

The student *is not allowed* take additional course work during either internship. Part-time employment during either internship may be permitted with approval from the Agency Supervisor and the TR faculty. The quality of your internship experience must not be compromised due to employment.

Liability and Health Insurance

Longwood University provides *General Liability Insurance* for registered students. Students are encouraged, but not required, to obtain further coverage from either the Internship agency, a professional organization, or a private insurer. Students who remain in Virginia may continue to utilize the University's Student Health Center if necessary. All students should have private health insurance coverage during their internships. Also, some agencies are now requiring background checks, immunization records and other vaccines.

Remuneration

Agencies are not to exploit students as inexpensive help or labor. The most important consideration during the internship is that the student receives the most beneficial learning experiences available through the selected agency. With this in mind, the provision of remuneration is the option of the agency. In-kind services such as room and board, meals, or transportation, are often offered students in lieu of salary.

Grading

Grading is done cooperatively with both the Agency Supervisor and the University Internship Supervisor and is consistent with College standards. For the Junior Internship the Agency Supervisor assigns 50% and the University Internship Supervisor assigns 50% of the grade. For the Senior Internships the Agency Supervisor assigns 75% and the University Internship Supervisor assigns 25% of the grade. The Agency Internship Supervisor bases the grade on the BAITTR. (See information in “Agency Internship Supervisor Responsibilities”, starting page 12).

Termination

All internships must be completed according to the official *Affiliation Agreement Form*. If an Agency recommends early termination of a student intern because of student negligence, failure to carry out assigned responsibilities, excessive absence, unethical or inappropriate behavior, or any other serious misdemeanors or infractions, a grade of F will be assigned for the internship and no credit will be given.

STUDENT RESPONSIBILITIES

In completing the internship requirements, the student assumes the following responsibilities to the University and to the Internship Agency:

1. The student preparing for Internships will meet with the Internship Coordinator to discuss student-generated goals of the internship.
2. Provide all information required for the student's professional internship file to Internship Coordinator. Such information includes all evaluations of previous fieldwork experiences, interview evaluations, a list of professional goals for the internship, a current resume, a copy of the signed and completed *Agency Acceptance Form* (TR Program Coordinator keeps original), all correspondence including initial contact letters, thank you letters, any letters of decline, and a copy of the student's letter of acceptance to the agency.
3. Register for course and pay appropriate fees *prior* to the internship.
4. Make arrangements for housing. Agency Supervisors may assist with this task since they are more familiar with the housing situation in their community.
5. Attend the mandatory Pre-Internship meeting prior to leaving campus and beginning internship. At the meeting, provide the University Internship Supervisor with addresses and telephone numbers where the intern can be reached while on internship as well as starting and ending dates of internship.
6. Develop, with the Agency Supervisor, a plan of study and experience in terms of the student's needs and goals, the agency, and the Agency Supervisor's resources.
7. Understand and comply with agency policies regarding overtime, absences, holidays, program expenditures and dress codes.
8. Understand internship limitations (including personal liability) pertaining to such matters as transporting clients, medications, treatment procedures and documentation, off-site trips and emergencies.
9. Become familiar and comply with the agency's policies and procedures regarding privacy, confidentiality, charting practices, organizational communication patterns and structure, and intern responsibilities.
10. Fulfill all responsibilities in a mature and professional manner, participate in conferences and training sessions, and submit, *on time*, all reports required by the agency and University.
11. Check with Agency Supervisor before expending any money for program materials and/or supplies.

12. Visit other disciplines, if possible, to observe and participate in aspects of the agency operation other than those assigned.
13. Submit all required reports and projects to the University as scheduled and on time.
14. Make every effort to attend area, regional, state and national professional conferences and participate in continuing education sessions whenever possible.
15. Consult with the Agency Supervisor frequently, and *particularly when questions arise or when confronted with problems that cannot be solved independently.*
16. Consult with the University Internship Supervisor whenever there are any questions and concerns and *particularly when confronted with problems than cannot be solved independently or with the assistance of the Agency Supervisor.*
17. Submit a self-evaluation, and evaluations of the Agency, the Agency Supervisor, and the University Internship Supervisor upon completion of the internship.
19. Complete entire contracted internship period.
20. Attend any meetings as arranged by the University Internship Coordinator after the completion of internships.

RESPONSIBILITIES OF AGENCY AND AGENCY SUPERVISOR

Within the Internship program, the Agency and the Agency Supervisor assist in orienting the intern toward the professional world. Certain responsibilities must be assumed in order to meet the University established criteria for the internship. The Agency Supervisor serves as the contact person and liaison between the Agency and the University.

The responsibilities of the Agency and the Agency Supervisor to the student and the University are as follows:

1. Review the internship manual to determine the ability to make a commitment on the part of the agency and the person assigned as the Internship Supervisor. It is suggested that one person in the agency have primary responsibility for the intern and that such person not be assigned to supervise more than three students during a given semester.
2. Follow internship policies and procedures as outlined in the Longwood University Therapeutic Recreation Program's Internship Manual.
3. Indicate acceptance of the student as an intern by submitting the *Agency Acceptance Form* to the Therapeutic Recreation Program Coordinator.
4. Submit the *Agency Affiliation Agreement* with the appropriate signatures of agency authorities to the Therapeutic Recreation Program Coordinator.

5. **Conduct an initial meeting with the student to determine the specific needs and adapt the internship experience as needed.**
6. **Review the student developed goals to verify the feasibility of their achievement within the agency. Goals which cannot be achieved within the Agency should be revised by the student. It is not the role of the Agency Supervisor to draft the student's goals -- this is the student's responsibility.**
7. **Define the role and responsibilities of the intern by:**
 - A. **Informing the student of all agency policies, procedures and regulations, and providing basic information about the agency's clientele and community through a planned orientation program;**
 - B. **Providing the intern with a specific job description listing expectations and responsibilities and a schedule of the internship;**
 - C. **Challenging the student's abilities by means of independent projects and other opportunities for professional growth;**
 - D. **Utilize the NCTRC information below to define roles and responsibilities of intern:**

Standards of Knowledge, Skills and Abilities for the CTRS

- **possess knowledge of the theories and concepts of therapeutic recreation, leisure, social psychology, and human development as related to the nature and scope of health and human service delivery systems and the ability to integrate these in a variety of settings.**
- **possess an essential knowledge of the diversity of the populations including diagnostic groups served within the therapeutic recreation process, including etiology, symptomatology, prognosis, treatment of conditions and related secondary complications. Possess a basic understanding of and ability to use medical terminology.**
- **have a thorough understanding of the assessment process utilized within therapeutic recreation practice including, but not limited to, purpose of assessment, assessment domain (including cognitive, social, physical, affective, leisure, background information), assessment procedures (including behavioral observation, interview, functional skills testing, a general understanding of current TR/leisure assessment instruments, inventories and questionnaires and other sources of commonly used multidisciplinary assessment tools, including standardized measures), selection of instrumentation, general procedures for implementation and the interpretation of findings.**
- **have a basic understanding of the published standards of practice for the profession of therapeutic recreation and the influence that such standards have on the program planning process.**
- **possess detailed knowledge of the intervention planning process, including program or treatment plan design and development, programming considerations, types of programs, nature and scope of interventions, and**

selection of programs to achieve the assessed needs and desired outcomes of the person served.

- **possess basic knowledge related to the implementation of an individual intervention plan, including theory and application of modalities/interventions and facilitation techniques/approaches.**
- **have a fundamental knowledge of methods for documenting and evaluating persons served, programs, and agencies.**
- **possess a broad understanding of organizing and managing therapeutic recreation services including, but not limited to, the development of a written plan of operation and knowledge of external regulations, resource management, components of quality improvement, as well as basic understanding of staff/volunteer management.**
- **be able to identify and understand the components of professional competency within the realm of therapeutic recreation practice, including requirements for certification, ethical practice, public relations, and the general advancement of the profession.**
- **possess fundamental knowledge of how the TR process is influenced by diversity and social environment.**
- **possess fundamental knowledge of assistive devices/equipment and activity modification techniques.**
- **possess fundamental knowledge of group interaction, leadership, and safety. (NCTRC, 2007)**

8. **Interpret the internship program to agency staff and clientele, and any local board or controlling agency, and assist the intern in gaining acceptance as a member of the staff and agency.**
9. **Allow the intern to progress at a rate that challenges him or her and yet is in the best interests of the agency and its clientele.**
10. **Assist the intern in meeting both Agency and University assignments by providing the necessary time, materials, equipment and supplies to perform the required tasks.**
11. **Meet with the student at least once per week to arrange schedules, discuss performance and progress, current and upcoming assignments, leadership and facilitation styles and techniques (including methods of problem solving), and successes or problems in the internship.**
12. **Monitor to ensure quality performance from the student in programs and practices while serving clientele, as well as to ensure the intern's well-being while she or he is affiliated with the agency.**
13. **Assist the student in meeting professionals in the field by way of making an effort to introduce the student at area, regional and state professional meetings. Encourage the student to attend such meetings by providing time for such experiences during the internship.**

14. Help the student understand professional practices, ethics, and the role of professional organizations.
15. Evaluate the intern's performance using the *BAITTR* form and submit the completed forms online. Interns are formally evaluated at mid semester and at the end of the internship. Access the *BAITTR* on the TR Homepage. Both internships require an evaluation, or *BAITTR* of the intern by the agency supervisor. Such evaluations shall include input from the student and the Agency Supervisor. Evaluation discussions should focus on improving weaknesses and building upon strengths using actual performance as the basis for evaluation. Where appropriate, all agency personnel having sufficient contact with the student should have input into the evaluation. It is helpful to have the student intern complete a *BAITTR* separately while the Agency Supervisor prepares his or her copy. Comparing the data during senior mid-internship performance evaluation sessions often provides additional insight to both parties. Agency Supervisors are asked to include comments on the final evaluation and are required to include a letter grade and submit the final *BAITTR* no later than the date requested by the University Internship Supervisor.
16. Communicate to University Internship Supervisor through required emails and conference calls.
16. Meet personally with the University Internship Supervisor as specified during the internship period. The University Internship Supervisor will visit the Agency once for both Junior and Senior Internships for agencies within a 300-mile radius of the University (unless there are specific situations that require more frequent contact). For agencies that are more than 300 miles away from Longwood University, the University Internship Supervisor will confer with the Agency Supervisor and intern through a conference call.

University Internship Supervisor Schedule

Junior Internship

Prior to internship – write letter to agency supervisors providing information and suggesting a call

Week 1 - call agency to schedule conference call and visit

Week 3 – conference call

Week 5 – Discuss mid-term *BAITTR* during visit or second conference call if out of 300 mile radius

Week 10 – Discuss final *BAITTR* during conference call

Senior Internship

Prior to internship – write letter to agency supervisors providing information and suggesting a call

Week 1 - call agency to schedule conference call and visit

Week 4 – conference call – use NCTRC checklist as guide

Week 6 – Discuss mid-term *BAITTR* during second conference

Week 11-13 – Discuss final *BAITTR* during visit or another conference call if out of 300 mile radius

17. **Work cooperatively with the University Internship Supervisor in assigning a final grade that is reflective of the student's performance and consistent with the University's grading policies. The Agency Supervisor is to assign a letter grade that provides an overall evaluation of the intern's performance at the agency by using the BAITTR. The assigned grade will constitute 50% of the student's final internship grade in the Junior Internship and 75% in the Senior Internship.**
18. **Promptly discuss with the University Internship Supervisor any problems, and particularly the nature and circumstances, leading to recommendations for early termination should these be considered necessary for any reason.**
19. **Provide suggestions to the University Internship Supervisor for ways they might improve the internship program and curriculum.**

<i>RESPONSIBILITIES OF UNIVERSITY INTERNSHIP SUPERVISOR</i>

The Internship Supervisor has overall responsibility for preparing and supervising student interns. Her or his duties include, but are not limited to, the following:

1. **Assure that students have meaningful field experiences and adequate preparation prior to participating in the internships. This responsibility is shared with the Program faculty and the TR Program Coordinator.**
2. **Keep confidential files on all students participating in internships.**
3. **Represent the University and TR Program in all internship duties and communications with the cooperating agencies.**
4. **Become acquainted with Agency Supervisors and agency personnel.**
5. **Supervise the training of students in the cooperating agencies. In agencies within reasonable distance of the campus (approximately 300 miles), this supervision will include one visit during both the Junior and Senior Internships in order to confer with the student and the agency supervisor regarding the student's progress and performance. Visits to the agency during the Junior Internship will be made toward the mid-term and during the Senior Internship will be made at the end of the internship. During the visit, the University Internship Supervisor will meet with both the student and the Agency Supervisor to discuss the student's performance, experiences, assignments and reports; meet staff; and observe the student.**

University Internship Supervisor Schedule

Junior Internship

Prior to internship – write letter to agency supervisors providing information and suggesting a call

Week 1 - call agency to schedule conference call and visit

Week 3 – conference call

Week 5 – Discuss mid-term BAITTR during visit or second conference call if out of 300 mile radius

Week 10 – Discuss final BAITTR during conference call

Senior Internship

Prior to internship – write letter to agency supervisors providing information and suggesting a call

Week 1 - call agency to schedule conference call and visit

Week 4 – conference call – use NCTRC checklist as guide

Week 6 – Discuss mid-term BAITTR during second conference

Week 11-13 – Discuss final BAITTR during visit or another conference call if out of 300 mile radius

- 6. Communicate with the Agency Supervisor and the student as needed.**
- 7. Evaluate the student's internship performance in cooperation with the Agency Supervisor by assigning and submitting to the Registrar the student's final grade.**

OBJECTIVES OF THE JUNIOR INTERNSHIP PROGRAM

Eligibility Requirements for Junior Interns

To participate in the Junior Therapeutic Recreation Internship the student must:

1. Be a declared therapeutic recreation major;
2. Successfully complete the Preliminary Fieldwork Experience (120-hours) and submit the appropriate documentation to his or her academic advisor *prior to enrollment in RECR 300 – Pre-Internship Seminar*;
3. Confer with TR Program Coordinator for confirmation of grade point average (GPA) prior to the internship;
4. Earn the *required minimum overall cumulative GPA of 2.25 and minimum overall major GPA of 2.5 prior to the internship*. Students who have not earned the required GPAs *will not be allowed* to accept an internship placement. No exceptions are given to this requirement. Major GPA will be calculated based on *all courses listed as major requirements plus any additional recreation courses taken*.

Other Eligibility Requirements

In addition to the eligibility requirements listed above, all students participating in the Junior Internship must, by the end of the spring semester prior to the summer semester of the internship:

1. Successfully complete most 100-, 200- and 300-level therapeutic recreation courses
2. Successfully complete Anatomy and Physiology (BIOL 206 & 207); Recreation Program Planning (RECR 370); and Recreation Leadership (205). Other specific courses (e.g. RECR 301, 303, 304, 308, 360) should be taken that are related to Junior Internship placement.
3. Successfully obtain a First Aid/CPR certification.

The Junior Internship provides the first of two full-time, participatory field experiences with agencies providing therapeutic recreation and leisure services for a variety of populations. This internship is scheduled to take place during the summer between the student's junior and senior years.

The Junior Internship requires a minimum 400 full-time work hours accrued continuously over a period of no less than ten weeks and typically no more than twelve weeks, although some agencies may require more for the benefit of the clients. Completion of these minimum requirements does not relinquish the student from any other obligations or contracts made with the agency: the entire period contracted for the internship must be completed. The student will earn six credit hours upon successful completion of the Junior

Internship.

The purpose of the Junior Internship is to allow the therapeutic recreation student an opportunity to practice the knowledge and skills gained in the classroom. This will enable the student to return for the senior year of professional course work with a clearer understanding of the practical aspects of therapeutic recreation.

Upon completion of the Junior Internship, it is expected that the student should have:

1. **Acquired knowledge and understanding of the history, philosophy, policies and procedures of the agency and its' relationship to other agencies in the community.**
2. **Acquired an in depth understanding of the comprehensive program and the organizational structure of the agency.**
3. **Acquired an understanding of the characteristics, abilities and needs of the individuals served by the agency.**
4. **Examined personal interest and aptitude for a career in therapeutic recreation.**
5. **Developed skills and techniques common to the practice of therapeutic recreation, such as assessment, documentation, communication, leadership, facilitation, professional cooperation, and the therapeutic use of self in interaction with individuals and groups.**
6. **Planned, implemented and evaluated individual and group activities.**
7. **Discovered strengths and weaknesses.**
8. **Met personal goals set for the internship.**

JUNIOR INTERNSHIP REPORTS AND ASSIGNMENTS

Personal Goals

Before beginning the Junior Internship, each student will prepare a list of appropriate goals for the internship experience. The student's goals should be based on a personal assessment of perceived strengths and needs related to professional development. The personal assessment and the goals are to be typed and presented to the University Internship Coordinator. Upon beginning the internship, the student is to review the goals with the Agency Supervisor for modifications and additions. Once the Agency Supervisor has reviewed and signed the student's goals, a copy is sent to the University Internship Supervisor. The goals for the internship must be received within the first two weeks of the internship.

Projects

Journals

The internship journal is NOT just a busy work assignment. The journal has 2 purposes. The first purpose is to help you enhance your learning by reflecting often on what you have done by writing down those things that you are experiencing on a regular basis. This will make your whole experience more meaningful as the internship progresses.

The second purpose of your journal is to give your university instructor a clear idea of what you are doing, problems you might be having, progress you are making and how you are feeling about the internship experience. This will help the instructor as far as providing insight or advice to you throughout your internship.

How often do I have to make a journal entry?

There is a very steep learning curve during the first month or so of the internship. You are required to make a journal entry *every day for the first 4 weeks*. After that time you should have a good understanding of the internship agency, what is expected of you as an intern, have developed a working relationship with your supervisor and others, have begun working on your goals, etc. For this reason you will only need to make *a journal entry every week after the first 4 weeks*. You may do more if you like but you will be expected to submit 20 entries during the first month, plus 6-10 additional entries during the rest of your internship, depending on the length of the experience.

Journal Sample

Directions on how to fill out journal: You can use these example statements below to guide you through this process or use your own ideas. It is important that you use each heading (Affective, Cognitive, Behavior) when addressing your thoughts and feelings of your internship experience.

*Date: _____ Day: _____ Start Time: _____ End Time: _____
Hours Worked so Far _____*

Paragraph on Daily/Weekly Agency Tasks

Affective reflections:

Before I go to this activity (or day) I feel ...

During the experience I am feeling...

When I leave...

The best thing about today was...

The worst thing about today was...

Cognitive:

I never knew that...

I always thought...

I was surprised to find...

One thing I learned about people with disabilities is...

Behavior:

Today my interaction was...

Today I avoided...

Today I was turned off by...

Today I took the initiative to ...

How do I make my journal entries? How do I submit them?

Save a copy of each journal entry to put in your internship notebook at the end of your experience. E-mail a copy of each journal entry to the university supervisor immediately. You may or may not receive a response to each entry but it is critical that you complete this requirement. By naming your journal entries using this format you will make things much easier for the instructor who will be receiving many journal entries each week. This makes identifying, filing and organizing these files MUCH easier. There are a very few internship situations where students do not have internet access. In those instances it will be necessary to make copies and mail them directly to the physical address of the intern supervisor at Longwood University, Dept. of HARK, Farmville, Virginia, 23909.

Agency Visitations

Visit 2 agencies that have TR programs for a possible Senior Internship. Each visit will be for 4 hours (spend a half day shadowing a CTRS). Answer the following questions and email your answers to your supervisor in an attached Word document.

Which agency seemed to reflect your future aspirations and why?

Discuss your perception of the staff and supervisors personalities and whether or not you will compliment their dispositional characteristics.

In situations where you have already secured a Senior Internship, use these two visits as possible future job placements.

If you are completing an internship out of state or in the wilderness and unable to make visits, or an intern searching for out of state internship, phone calls may be allowed. Please obtain permission of university internship supervisor before beginning this process.

Student Evaluation of Internship

Submit an evaluation at the end of the internship experience which is completed in narrative format. This evaluation includes your goal and objective attainment, a summary of personal and professional insights gained during the internship, personal strengths and weaknesses, skills you would like to continue, evaluations of the internship agency, the Agency Supervisor, and the University Internship Supervisor. This form is online on the TR Homepage.

Presentation to Pre-Intern Class

You will present your experience of your internship in the beginning of the fall semester after the junior internship. This date will be arranged by the Pre-Internship Seminar Instructor.

Performance Evaluations

Complete both a midterm and final BAITTR evaluations with your site supervisor. Evaluation discussions should focus on improving weaknesses and building upon strengths using actual performance as the basis for evaluation. Where appropriate, all agency personnel having sufficient contact with the student should have input into the evaluation. It is helpful to have the student intern complete a *BAITTR* separately while the Agency Supervisor prepares his or her copy. Comparing the data during mid-internship performance evaluation sessions often provides additional insight to both parties. Agency Supervisors are asked to include comments on the final evaluation and are required to include a letter grade and submit the final *BAITTR* no later than the date requested by the University Internship Supervisor.

Grading Rubric for Internship (50% from University Intern Supervisor)

Pre-Internship Requirements (20%)

1. Attend pre-intern meetings
2. Bring paperwork to meeting (professional file, manual, syllabus)
3. Meet deadlines established
 - a. Agency Acceptance Form signed and to TR Coordinator by March 15
 - b. Professional file completed & handed in to TR Internship Coordinator by March 15

Internship Responsibilities (30%)

1. Assignments completed and thorough
2. Assignments handed in on-time
3. Responsible contact/communication with supervisor
4. Evaluations completed and sent to TR Internship Coordinator
5. All reports are to be written in narrative style, and are to be word processed on 8-1/2" by 11" paper.

Until all University academic requirements are fulfilled (all journal, projects and evaluations listed above) you will not receive a grade for the course.

OBJECTIVES OF THE SENIOR INTERNSHIP PROGRAM

Eligibility Requirements for Senior Interns

- 1. Be a declared therapeutic recreation major;**
- 2. Successfully complete ALL academic course work to participate in the Senior Internship during the spring or fall semester prior to commencement.**
- 3. Confer with TR Program Coordinator for confirmation of grade point average (GPA) prior to the internship (*Required minimum overall cumulative GPA of 2.25 and minimum overall major GPA of 2.5 prior to the internship. Students who have not earned the required GPAs will not be allowed to accept an internship placement. No exceptions are given to this requirement. Major GPA will be calculated based on all courses listed as major requirements plus any additional recreation courses taken.*)**
- 4. Senior Internships may not be scheduled during the summer.**
- 5. Successfully obtain a First Aid/CPR certification.**

Objectives of Senior Internship

The Senior Internship is a 14-week, 560-hour educational experience (based on 40 hours week). The internship is designed to provide opportunities for advanced practical work in an agency providing the clinical process of therapeutic recreation services by at least one professional-level certified therapeutic recreation specialist (CTRS). The purpose of the Senior Internship is to allow the student to grow personally and professionally through the maximum utilization of his or her abilities. Specific goals for each intern will vary depending on the agency and the student's personal strengths. The Senior Internship is the final requirement necessary for degree completion.

Upon completion of the Senior Internship it is expected that the student should have:

- 1. Acquired knowledge and understanding of the history, philosophy, policies and procedures of the agency and its' relationship to other agencies in the community.**
- 2. Acquired an in depth understanding of the comprehensive program and organizational structure of the agency.**
- 3. Increased skills in the practical application of knowledge and theory related to the planning, implementation and evaluation of therapeutic recreation services.**
- 4. Gained knowledge and experience in a variety of leadership and facilitation roles.**
- 5. Planned, implemented and evaluated therapeutic recreation programs and activities appropriate for the clients in the therapeutic recreation setting.**
- 6. Assessed his or her personal and professional strengths and discovered ways to improve upon weaker skills.**
- 7. Objectively and critically analyzed treatment, leisure education and recreation**

- participation programs in relationship to client needs/interests.
8. Contributed professionally to the benefit of the agency and the individuals served.
 9. Improved upon techniques and skills common to the practice of therapeutic recreation, such as: individual and client interaction; communication; group leadership; assessment and documentation; programming, implementing, and evaluating; and professional and personal awareness.
 10. Met personal and professional goals set for the internship.
 11. Prepared for entry level employment as a therapeutic recreation specialist.

SENIOR INTERNSHIP REPORTS AND ASSIGNMENTS

Personal Goals

Before beginning the Senior Internship, each student will prepare a list of appropriate goals for the internship experience. The student's goals should be based on a personal assessment of perceived strengths and needs related to professional development, as well as an assessment of performance during the Junior Internship. Upon beginning the internship, the student is to review her or his goals with the Agency Supervisor for changes and additions. Once the Agency Supervisor has reviewed and signed the student's goals, a copy is sent to the University Internship Supervisor within the first week of the internship.

The assignments listed below as scheduled:

1. Mail Goals and Objectives (signed by supervisor). Due after the first week.
2. Contact NCTRC for a Candidate Bulletin to sit for the exam.
3. Submit 1 case study (see example below)
4. Submit a Narrative Evaluation Form of the internship experience which includes an evaluation of your goal and objective attainment, a summary of personal and professional insights gained during the internship, personal strengths and weaknesses, and skills you would like to continue developing, evaluation of the agency supervisor and an evaluation of the university supervisor. This form is accessed on the TR Homepage.
5. Submit Graduating Senior Survey online on the TR Homepage.
6. Complete a *HARK Department Therapeutic Recreation Exit Interview Survey*
7. Participate in an exit interview with the Chairperson of the HARK Department as scheduled prior to graduation.
8. Performance Evaluations - Complete both a midterm and final BAITTR evaluations with

your site supervisor. Evaluation discussions should focus on improving weaknesses and building upon strengths using actual performance as the basis for evaluation. Where appropriate, all agency personnel having sufficient contact with the student should have input into the evaluation. It is helpful to have the student intern complete a *BAITTR* separately while the Agency Supervisor prepares his or her copy. Comparing the data during mid-internship performance evaluation sessions often provides additional insight to both parties. Agency Supervisors are asked to include comments on the final evaluation and are required to include a letter grade and submit the final *BAITTR* no later than the date requested by the University Internship Supervisor.

Grading Rubric for Internship (25% from University Intern Supervisor)

Pre-Internship Requirements (10%)

1. Attend pre-intern meetings
2. Bring paperwork to meeting (professional file, manual, syllabus)
3. Meet deadlines established
 - a. Agency Acceptance Form signed and to TR Coordinator by October 30 (for spring internship – April 1 for fall internship)
 - b. Professional file completed & handed in to TR Internship Coordinator by October 30 (for spring internship - April 1 for fall internship)

Internship Responsibilities (15%)

1. Case study completed, thorough
2. Goals handed in on-time
3. Responsible contact/communication with supervisor
4. Narrative Evaluation completed and sent to TR Internship Coordinator

Case Study Guidelines for Senior Internship

Introduction (patient and problem)	<ul style="list-style-type: none"> • Explain who the patient is (Age, gender, etc.) • Explain what the problem is (What was he/she diagnosed with, or what happened?)
Pathophysiology	<ul style="list-style-type: none"> • Explain the disease/impairment (What are the symptoms? What causes it?)
History	<ul style="list-style-type: none"> • Explain what health problems the patient has (Has she/he been diagnosed with other diseases/impairments?) • Detail any and all previous treatments (Has she/he had any prior surgeries or is he/she on medication?)
Physical Assessment	<ul style="list-style-type: none"> • List all the patient's health issues in regard to domains (physical, cognitive, social, emotional, spiritual, leisure)
Related Treatments/Medications	<ul style="list-style-type: none"> • Explain what treatments/medications the patient is receiving because of his/her disease/impairment
Treatment Plan	
Diagnosis – problems/issues & Patient Goal	<ul style="list-style-type: none"> • Explain what your diagnosis is (What is the main problem for this patient? What needs to be addressed?) • Explain what your goals/objectives for helping the patient recover (What do you want to change for the patient?)
Interventions	<ul style="list-style-type: none"> • Explain how you will accomplish your goals
Evaluation	<ul style="list-style-type: none"> • Explain how effective the interventions were (What happened after your intervention? Did the patient get better?)
Recommendations/Discharge	<ul style="list-style-type: none"> • Explain what the patient or therapist should do in the future to continue recovery/improvement

Until all University academic requirements are fulfilled (all journal, projects and evaluations listed above), you will not receive a grade for the course.