



Department of Parks, Recreation, and Tourism

Therapeutic Recreation Cooperative Education I & II Handbook Spring 2013

**PRT 3800 Fieldwork
&
PRT 5828 Internship**

Table of Content

Introduction	3
Procedures for Cooperative Education I & II	4
Student Prerequisites PRT 3800	4
Student Prerequisites PRT 5828	5
Student Eligibility Requirements	5
Agency Selection and Acceptance	5
Agency Approval Criteria	6
Responsibilities	7
Student Placement at TR Agency	9
PRT 3800	9
PRT 5828	10
National Council for Therapeutic Recreation Certification (NCTRC) Statement ...	10
Confidentiality Statement	10
Complete Cooperative Education Experience	10
PRT 3800	10
PRT 5828	11

Appendix

Form 1: TR Cooperative Education Eligibility Form.....	13
Form 2: TR Cooperative Education Agency Acceptance Form	15
Form 3: PRT 5828 Therapeutic Recreation Bi-Weekly Report	16
Form 4: PRT 5828 Therapeutic Recreation Intern Evaluation (TRIE)	21
Form 5: PRT 3800 Mid-Term Agency Evaluation.....	31
Form 6: PRT 3800 Evaluation of Student Performance.....	33
Form 7: PRT 3800/5828 Student Evaluation of Internship Experience.....	35
Form 8: Professional Portfolio Description	37
Form 9: PRT 5828 Exit Survey	41

Department of Parks, Recreation, and Tourism (PRT)
Cooperative Education I & II Handbook
PRT 3800 & PRT 5828 -Therapeutic Recreation

Introduction

The Therapeutic Recreation (TR) Cooperative Education I & II experiences are provided through PRT 3800 (referred to as the TR fieldwork experience) & PRT 5828 (referred to as the TR internship.) These experiences are the critical connections between academia and practice and are designed to combine on-site professional experience with the theoretical and philosophical foundations studied in traditional academic settings. Through the cooperative education experiences students grow professionally, intellectually and personally. The student learns to identify and build on their strengths and interests, and address their limitations. The student also gains an appreciation of roles, responsibilities, and the actual practice of therapeutic recreation also referred to as recreational therapy. This handbook is intended to guide the TR student through the process of securing and completing Cooperative Education I & II.

PRT 3800 serves as an initial exposure to practice and allows students to investigate the depth of their commitment to the profession of therapeutic recreation. The fieldwork experience (PRT 3800) also provides the student with an opportunity to explore various disabilities and the diversity of agencies and organizations that serve individuals with disabilities. The purpose of the therapeutic recreation fieldwork is:

- (1) To engage the student in the field of Parks, Recreation, and Tourism, specifically in agencies that serve individuals with disabilities and the profession of Therapeutic Recreation.
- (2) To assist the student in transferring education from the classroom to practical use, at an agency.
- (3) To provide students with hands-on-experience in a professional environment.
- (4) To provide students with opportunities to self-evaluate her or his skills and abilities in providing recreation services and treatment services to people with disabilities.
- (5) To introduce students to the practice of Therapeutic Recreation, also referred to as Recreational Therapy, which will enable them to better direct their career path.

PRT 5828 is considered the internship and the capstone of the student's academic career. Securing an appropriate internship is critical and takes extensive, advanced research. The student should explore what population and setting is of the greatest interest to them and what type of supervisor will best fit their learning style. The purpose of the therapeutic recreation internship is:

- (1) To assist student in gaining an understanding and appreciation of the roles, duties, and responsibilities of a TR professional.

- (2) To comply with the internship requirements of both the Utah Recreational Therapy Practice Act and the National Council for Therapeutic Recreation Certification (NCTRC) standards.
- (3) To expose the student to the implementation of the TR process and all areas of the current NCTRC National Job Analysis.
- (4) To evaluate the student's competencies for practice in therapeutic recreation.
- (5) To obtain evaluation by an Agency TR Supervisor as to the level of practical competency obtained and the potential to further develop as a clinician in the profession of therapeutic recreation.
- (6) To learn the process of self-evaluating personal performance regarding professional competencies both knowledge and tasks, in the practice of therapeutic recreation.
- (7) To provide the student with experiences that increases the understanding of people and human relations, and to develop the skills and abilities to work effectively with patients, clients, and/or participants.
- (8) To introduce the student to professional commitments such as professional membership and involvement in local, state and national organizations.
- (9) To provide the student with leadership opportunities that may aid professional and personal development.
- 10) To prepare the student for future professional practice in therapeutic recreation.

Procedures for Cooperative Education I & II in the Department of Parks, Recreation, and Tourism for the Therapeutic Recreation Emphasis

The following steps outline the procedures for TR Cooperative Education I & II. Any exceptions to these procedures will be reviewed on a student-by-student basis and all determinations will be provided in writing to the student by the appropriate faculty and/or Department review committees.

Step One: Student Prerequisites:

PRT 3800:

- PRT Integrated Core, or traditional completion of the PRT Core (PRT 3100, 3101, 3310, 3320);
- TR courses: PRT 3325, PRT 3330 (all TR course work must be completed with a C or better grade);
- Current First Aid and CPR;
- Computer proficiency;
- Professional membership (URTA and/or ATRA);
- Minimal overall GPA of 2.5 for in-state, or 3.0 for out-of-state or remote supervision or 3.2 for international placement;
- Departmental approval.

*It is highly suggested that PRT 3800 be taken concurrently with PRT 3360.

PRT 5828:

- PRT 3325, PRT 3330, PRT 3360, PRT 3800, PRT 5350, & PRT 5360;
- All TR course work must be completed with a C or better grade prior to enrollment in PRT 5828;
- Current First Aid and CPR;
- Evidence of current immunizations;
- Evidence of health insurance;
- Professional membership (URTA and/or ATRA);
- Minimal overall GPA of 2.5 for in-state, or 3.0 for out-of-state or remote supervision or 3.2 for international placement;
- The student is responsible for verifying with their clinical site, any other medical/health or legal requirements and documentation needed. Many sites may ask the student to complete a current TB test, hepatitis B immunization, criminal background check and/or drug screen;
- Evidence of liability insurance if completing an out-of-state or international internship;
- Departmental approval.

Step Two: Student Eligibility Requirements:

The student must complete and submit, *Therapeutic Recreation Cooperative Education Eligibility Form* (Form 1) to the PRT Academic Advisor by:

- Fall Semester, October 1, (proposed fieldwork or internship, Spring)
- Spring Semester, March 1, (proposed fieldwork or internship, Summer)
- Summer Semester, June 1, (proposed fieldwork or internship, Fall)

The Academic Advisor will review and notify student of eligibility. If the student meets all requirements and is eligible the Academic Advisor will forward the *Therapeutic Recreation Cooperative Education Eligibility Form* (Form 1) to the Cooperative Education Coordinator.

Step Three: Agency Selection and Acceptance:

The student must find and secure the Cooperative Education Experience (PRT 3800 or PRT 5828) from the preapproved agency list. Once the student has secured a placement the student must submit the *Therapeutic Recreation Cooperative Education Agency Acceptance Form* (Form 2) to the Cooperative Education Coordinator by:

- Fall Semester, November 1, (proposed fieldwork or internship, Spring)
- Spring Semester, April 1, (proposed fieldwork or internship, Summer)
- Summer Semester, July 1, (proposed fieldwork or internship, Fall)

* The student will not be placed at an agency where she or he is currently employed or has completed their PRT 3800 fieldwork experience.

*Fieldwork and internship sites should be selected carefully. Once you have agreed to the academic/professional work experience you must fulfill your

commitment for the duration of the placement agreement. If the fieldwork or internship is terminated before completion date (by the agency or the student) no credit will be earned.

*The student is responsible for expenses incurred during the placement: housing, transportation, and living arrangements.

*When compensation is a part of the internship agreement it is negotiated between the student and the agency and must be documented prior to the beginning of the internship.

* The student will provide her or his own liability insurance when necessary.

* The internship is equivalent in hours to a full-time position, therefore it is highly suggested that the experience is completed during the summer months, or over a class free semester.

Note: If an agency has not been preapproved the student may submit an *Agency Information and Application Form* to the Coordinator of Cooperative Education who will consult with the Coordinator of TR for approval (application can be obtained from the Coordinator of Cooperative Education). This must be completed one full semester prior to the desired cooperative learning experience. The Department of PRT reserves the right to accept or reject an agency's application.

Agency Approval Criteria:

- a. Agency Therapeutic Recreation Supervisor:
 - i. Must hold a current Utah State license as a Therapeutic Recreation Specialist (TRS) or a Master Therapeutic Recreation Specialist (MTRS) and be nationally certified by the National Council for Therapeutic Recreation Certification (NCTRC) as a Certified Therapeutic Recreation Specialist (CTRS). If the student is seeking an out-of-state placement the supervisor must hold the CTRS credential along with any state mandated credentials;
 - ii. Must have a minimum of one year of work experience at the agency and a minimum of one year of professional experience as a licensed and/or certified recreational therapist;
 - iii. Must be employed as a full-time professional, which is defined as no less than 32 hours per week at that agency;
 - iv. Must be available to meet weekly with the student to provide clinical supervision and evaluate performance;
 - v. Must be willing to meet a minimum of one time during the academic semester with the student and the Academic TR Supervisor.
- b. Provide a comprehensive student orientation program.
- c. Provide a student internship handbook that includes expectations of the student and competencies according to the NCTRC Job Analysis.
- d. Provide TR services according to the American Therapeutic Recreation Associations (ATRA) Standards of Practice and ATRA Code of Ethics.
- e. Encourage the student to participate in agency-wide functions.

Responsibilities:

- a. Responsibilities of the Department of PRT to the Student:
 - i. To prepare student for cooperative learning experience through academic preparation by discussing experiences one may expect to encounter, review reports and paperwork required to document the experience, and ensure student understanding of professional standards of conduct they will be expected to observe.
 - ii. To assist students with fieldwork and internship placements by providing supervision when necessary, providing appropriate materials, and processing cooperative education paperwork and requests.
 - iii. To maintain open communication with the Agency TR Supervisor and student through email, personal site visits, and telephone conversations to review student progress and solve any problems that may arise.
 - iv. To be a resource for the fieldwork and internship agency and to the Agency TR Supervisor.
 - v. To conduct an onsite visit during the fieldwork and internship experience for all students who complete the experience within the State of Utah. Telephone, internet or other media communication contact is used for students who complete experience outside the State of Utah.
 - vi. To provide prompt feedback on all assignments or concerns.
 - vii. Assign grades based on intern assignments, performance, and the evaluations of the Agency TR Supervisor.
 - viii. Conduct evaluation to enhance the curriculum and fieldwork or internship experience, and create information exchanges to assist with career and educational opportunities.

- b. Responsibilities of the Department of PRT, Academic TR Supervisor to the Agency TR Supervisor:
 - i. Provide the Agency TR Supervisor with a TR Cooperative Education Handbook. The handbook will communicate student, agency, and Department of PRT responsibilities, including, but not limited to the following:
 - a. Objectives of the cooperative education experiences
 - b. PRT procedures for cooperative education experiences
 - c. Responsibilities of Department of PRT, Agency and Student
 - d. Required forms for the cooperative education experiences
 - e. Maintain open communication with the Agency TR Supervisor by periodically contacting the Agency TR Supervisor in person or by telephone to review the student's progress.
 - f. To thank the sponsor for the time and effort spent with the student.

- c. Responsibilities of the Student to the TR Agency and Agency TR Supervisor:
- i. Complete and document
 - PRT 3800-document minimum 100 clock hours, in a minimum of 10 weeks during the semester.
 - PRT 5828-document the minimum 560 clock hours, in a minimum of 14 consecutive weeks during the semester.
*If agency requires additional hours those hours must also be documented.
 - ii. Maintain a positive attitude and willingness to learn for the entire semester. This is a critical piece for your professional future. It must be noted that the internship comes with a variety of experiences some more challenging than others. It is up to the student to evaluate each situation and seize the learning opportunity.
 - iii. Present a professional appearance and behavior at all times including consistent and timely attendance.
 - iv. To become familiar with the agency's policies and procedures and to conduct activities in a manner that is consistent with those policies and procedures.
 - v. Adhere to all professional and regulatory standards outlined by the agency.
 - vi. Arrange for and be in attendance at the site visit meeting with the Academic TR Supervisor and Agency TR Supervisor.
 - vii. Thank the Agency TR Supervisor in person, and by formal letter, for providing the opportunity of the cooperative education experience.
- d. Responsibilities of the Student to the Department of PRT:
- i. To be a good citizen and representative of the University, the College of Health, and the Department of Parks, Recreation, and Tourism.
 - ii. To complete all assigned paperwork in a professional and timely manner.
 - iii. To maintain open communication with the Academic TR Supervisor and inform them immediately of any concerns or complications regarding their placement.
 - iv. To schedule a site visitation with the Academic Supervisor and Agency TR Supervisor which will include:
 - a. Observation of facilities and programs (when appropriate)
 - b. Review student's work responsibilities
 - c. A face-to-face meeting (when location allows) to discuss student performance and necessary outcomes.
 - v. Prepare the TR *Bi-Weekly Report* documenting the clock hours and bi-weekly reflection of competencies. (Form 3)
 - vi. Complete all assignments, submit assignments in a timely manner and attend all class-scheduled meetings.

- e. Responsibilities of Agency TR Supervisor to Student:
- i. Agency TR Supervisor will be licensed in the State of Utah as a TRS or MTRS and nationally certified by NCTRC as a CTRS throughout the entire internship placement. If student has an out-of-state placement all state credentials and national certification by NCTRC as a CTRS must be maintained throughout the entire internship.
 - ii. Provide professional and ethical TR services according to the ATRA Standards of Practice and ATRA Code of Ethics.
 - iii. Prepare facility for the arrival of a student placement and represent student in a professional status within the agency.
 - iv. Present student with an internship handbook that outlines the student experience and outlines expectations, competencies and expected work schedule.
 - v. Facilitate student orientation to the agency, clinical practice and interdisciplinary team members, policies, procedures, and agency regulations.
 - vi. Provide access to administrative support and office resources such as phone, fax, email, and professional publications and meetings; as appropriate and in direct relationship to student responsibilities.
 - vii. Meet a minimum of one time per week for clinical supervision.
 - viii. Facilitate the learning outlined in the NCTRC National Job Analysis. (PRT 5828)
 - ix. Conduct formal evaluations.
 - x. Attend one time per semester a meeting with student and Academic TR Supervisor scheduled by the student, with the Agency TR Supervisor to be held at the agency.
 - xi. Encourage the highest professional standards, expose student to professional regulations, continuing education opportunities and the understanding of the need for continuing education.

Step Four: Student Placement at TR Agency

Student begins fieldwork placement at the prearranged date and at the agreed upon time.

PRT 3800

- a. Submit *Evaluation of Student Performance* to the Academic TR Supervisor (no later than week 8) (Form 6);
- b. Submit Mid-term Student Reflection (see course syllabus).

PRT 5828

- a. *Bi-Weekly Report: (Form 3)*
 - i. Week 2
 - ii. Week 4
 - iii. Week 6
 - iv. Week 8
 - v. Week 10
 - vi. Week 12
 - vii. Week 14
- b. Submit completed *Therapeutic Recreation Intern Evaluation (TRIE)* to Academic TR Supervisor: (no later than week 8) (Form 4-TRIE);
- c. Schedule Agency TR Supervisor/Academic TR Supervisor/Student meeting: no later than week 8).
- d. The statement below has been adopted by the PRT, TR emphasis for the purposes of completing the 5828 internship. These guidelines will be strictly enforced.

*NCTRC Statement-

“The field placement experience should be continuous and uninterrupted. In the case where serious illness or personal emergency causes absence or the inability to work at least 20 hours per week, no more than 2 consecutive weeks of interrupted field placement work will be accepted. Official documentation regarding extreme emergencies or severe illness, and field placement logs indicating evidence of completion of required 14 week, 560 hour requirement, must be submitted to NCTRC with the application. When a field placement is interrupted due to one of these factors, the student should immediately contact NCTRC for Alternative Field Placement Guidelines. “(NCTRC, 2012)

*CONFIDENTIALITY STATEMENT-

As a student and a future professional it is your ethical duty to protect each person, client, resident or participant that you provide recreational therapy services. Confidentiality includes not using or discussing the names and personal information of clients outside of the agency, where your cooperative education experience has taken place. If you use information about clients within your internship assignments you must insure to remove any and all information that may identify that person or persons.

Step Five: Complete Cooperative Education Experience

PRT 3800

- a. Submit completed *Evaluation of Student Performance*, completed by the Agency Supervisor, to the Academic TR Supervisor (no later than week 15) (Form 6);
- b. Submit completed *Student Evaluation of Internship Experience* (Form 7);
- c. Submit Professional Portfolio (see Form 8 for Portfolio Description).

PRT 5828

- d. Submit completed *Therapeutic Recreation Intern Evaluation (TRIE)* to the Academic TR Supervisor (see course syllabus), (Form 4-TRIE) TBD, see course syllabus;
- e. Complete *Final Agency Evaluation* (Form 7) to the Academic TR Supervisor (see course syllabus);
- f. Submit Professional Portfolio; (see Form 8 for Portfolio Description)
- g. Attend Final Meeting and present "Senior Portfolio";
- h. Complete *PRT 5828 Exit Survey* (Form 9).

*Details of all student assignments and responsibilities are presented in Cooperative Education I (PRT 3800) & II (PRT 5828) Syllabi.

*See appendix for all forms.

"Always walk through life as if you have something new to learn and you will."

Vernon Howard

Appendix

Form 1: TR Cooperative Education Eligibility Form.....	13
Form 2: TR Cooperative Education Agency Acceptance Form	15
Form 3: PRT 5828 Therapeutic Recreation Bi-Weekly Report	16
Form 4: PRT 5828 Therapeutic Recreation Intern Evaluation (TRIE)	20
Form 5: PRT 3800 Mid-Term Agency Evaluation.....	30
Form 6: PRT 3800 Evaluation of Student Performance.....	32
Form 7: PRT 3800/5828 Student Evaluation of Fieldwork Experience.....	34
Form 8: Professional Portfolio Description	36
Form 9: PRT 5828 Exit Survey	40

Form 1
Therapeutic Recreation 3800/5828
Cooperative Education Eligibility Form

Note: Form must be typed. Application (Form 1) materials must be submitted to the PRT Department Academic Advisor by:

- Fall Semester, October 1 (proposed fieldwork or internship, Spring)
- Spring Semester, March 1 (proposed fieldwork or internship, Summer)
- Summer Semester, June 1 (proposed fieldwork or internship, Fall)

Semester and year of proposed internship: _____

Cooperative Education you are applying for: (circle one) 3800 5828

Part 1: Student Information

Student Name: _____ uNID: _____

Address: _____

Phone: _____

Email: _____

Overall GPA: _____ PRT GPA: _____

Academic Information: Please complete the following table.

Requirement	Semester and Year	Grade Received
Integrated Core PRT 3100 3101,3310, 3320 & 3780		
PRT 3100		
PRT 3101		
PRT 3310		
PRT 3320		
PRT 3780		
PRT 3325		

PRT 3330		
PRT 3800		
PRT 3360		
PRT 5350		
PRT 5360		
Requirement	Date Completed	Approved Y/N/NA
Computer Proficiency		
First Aid/CPR		
Professional Membership		
Student Health Insurance		
HIPPA		
Compliance		
Tuberculosis Test (TB)		
Hepatitis B Vaccines		
Liability Insurance		
Background Check		
Drug Screen		

I have read and understand the information provided in the Therapeutic Recreation, Cooperative Education Handbook.

Student Signature _____ Date _____

Eligible

Not Eligible

PRT Academic Advisor Signature _____ Date _____

Comments:

Form 2
Therapeutic Recreation 3800/5828
Cooperative Education Agency Acceptance Form

Note: Form must be typed. Agency acceptance form must be submitted to the Cooperative Education Coordinator by:

- Fall Semester, November 1 (proposed fieldwork or internship, Spring)
- Spring Semester, April 1 (proposed fieldwork or internship, Summer)
- Summer Semester, July 1 (proposed fieldwork or internship, Fall)

Student Name _____

Agency Name: _____

Agency Address: _____

City: _____ State: _____ Zip: _____

Telephone () _____ Fax _____

Agency TR Supervisor: _____

Email: _____

Supervisors Telephone Number: _____

Utah State License Number: _____

NCTRC Certification Number: _____

Note: A current copy of the proposed supervisor's license and certification is requested.

Fieldwork/Internship Position Information:

Beginning Date _____ Ending Date _____ Total Number of Weeks ____

Required number of Hours 3800 _____ minimum 100 5828 _____ minimum 560

Agency TR Supervisor Signature _____ Date _____

NCTRC National Job Analysis Task Domain

Professional Roles and Responsibilities

- Establish and maintain therapeutic relationship with person served
- Create and maintain a safe and therapeutic environment
- Maintain CTRS credential
- Participate in in-service training and staff development
- Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards
- Enhance professional competence through additional credentials and/or contributions to TR/RT field
- Adhere to professional standards of practice and code of ethics
- Participate in quality improvement process
- Participate in agency/professional committees

Comments:

Assessment

- Request and secure referrals from professionals or other sources
- Obtain and review pertinent information about person served
- Select and/or develop assessment methods based on needs of the person served and setting
- Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure, and/or lifestyle functioning
- Analyze and interpret results from assessments
- Integrate, record, and disseminate results gathered to appropriate individuals

Comments:

Planning Interventions and/or Programs

- Discuss results of assessment and involve the person served or appropriate others in the design of individualized intervention plan
- Develop and document individualized intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan
- Develop and/or select interventions and approaches to achieve individual and/or group goals
- Develop and/or select protocols for individual or group sessions
- Utilize activity and/or task analysis prior to interventions/programs
- Select adaptations, modifications and/or assistive technology

Comments:

Implementing Interventions and/or Programs

- Explain the purpose and outcomes of the intervention/programs and steps to be followed to the person served
- Implement individual and/or group sessions, protocols, and/or programs
- Use leadership and facilitation techniques to maximize therapeutic benefit
- Monitor and address safety concerns throughout the interventions/program
- Observe person served for response to intervention/program and note important data
- Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed

Comments:

Evaluate Outcomes of the Interventions and/or Programs

- Evaluate changes in functioning of the person served
- Determine effectiveness of individual intervention plan and adjust as needed
- Revise individualized intervention plan as necessary with input from the person served and appropriate others
- Evaluate individual's need for additional, alternative or termination of services
- Determine effectiveness of protocols, modalities and/or programs for targeted groups

Comments:

Documenting Intervention Services

- Record behavioral observations, programs, functioning and intervention outcomes of the person served
- Document unusual occurrences, accidents and incidents relating to risk management
- Document protocols, modalities and/or program effectiveness

Comments:

Working with Treatment and/or Service Teams

- Provide information to team members concerning the range of available TR/RT services
- Communicate information regarding person served to team members in a timely and appropriate manner
- Coordinate or integrate intervention plan with other service providers for the person served
- Develop and provide collaborative services with other team members as necessary

Comments:

Organizing Programs

- Maintain equipment and supply inventory
- Plan and coordinate support services
- Maintain program budget and expense records
- Develop and distribute schedules

Comments:

Managing TR/RT Services

- Comply with standards and regulations
- Conduct an initial and/or on-going organizational needs assessment for TR/RT service delivery
- Prepare and update comprehensive TR/RT written plan of operation
- Confirm that programs are consistent with agency mission and TR/RT service philosophy and goals
- Recruit, train, educate, supervise, and evaluate professionals, paraprofessionals and/or volunteers
- Provide staff development and mentorship
- Develop, implement, and/or maintain TR/RT internship program in accordance with legal requirements and professional guidelines
- Prepare, implement, evaluate, and monitor TR/RT service annual budget
- Support research programs or projects
- Prepare and report quality improvement data
- Write summary reports of TR/RT services

Comments:

Public Awareness and Advocacy

- Establish and maintain network with organizations and advocates
- Advocate for rights for persons served
- Provide education to the community
- Promote the agency, TR/RT services and the profession through marketing and public relations

Comments:

Form
4

THERAPEUTIC RECREATION INTERN EVALUATION (TRIE)

American Therapeutic Recreation Association

University of Utah
Form 4



The American Therapeutic Recreation Association (ATRA) is the largest national membership organization representing the interests and needs of recreational therapists. Recreational therapists are healthcare providers who use recreational therapy interventions for improved functioning of individuals with illness or disabling conditions. ATRA was incorporated in the District of Columbia in 1984 as a non-profit, grassroots organization in response to growing concern about the dramatic changes in the healthcare industry. As a result of this response, ATRA has grown from a membership of sixty individuals in June 1984 to over 2,000 in 2012.

Mission Statement

The mission of the American Therapeutic Recreation Association is to serve as a member-driven association that collectively supports the recreational therapy profession.

Vision Statement

The vision of the American Therapeutic Recreation Association is to be the premiere professional membership association representing recreational therapists, consumers and stakeholders.

Form 4
Therapeutic Recreation Intern Evaluation

Name: _____
 Internship Agency: _____
 Agency TR Supervisor: _____
 Evaluation: Mid-term _____ Final _____

Rating Scale

- 5 Consistently exceeds expectations
- 4 Frequently exceeds expectations
- 3 Meets expectations
- 2 Needs improvement in meeting expectations
- 1 Consistently does not meet expectations

Part One: Performance Criteria

	Professional Roles and Responsibilities	1	2	3	4	5	na
1	Establish and maintain therapeutic relationship with person served						
2	Create and maintain a safe and therapeutic environment						
3	Maintain CTRS credential						
4	Participate in in-service training and staff development						
5	Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards						
6	Enhance professional competence through additional credentials and/or contributions to TR/RT field						
7	Adhere to professional standards of practice and code of ethics						
8	Participate in quality improvement process						
9	Participate in agency/professional committees						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (9 Items Minus The Number of NA'S)							

	Assessment	1	2	3	4	5	na
1	Request and secure referrals from professionals or other sources						
2	Obtain and review pertinent information about person served						
3	Select and/or develop assessment methods based on needs of the person served and setting						
4	Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure, and/or lifestyle functioning						
5	Analyze and interpret results from assessments						
6	Integrate, record, and disseminate results gathered to appropriate individuals						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (6 Items Minus The Number of NA'S)							

	Planning Interventions and/or Programs	1	2	3	4	5	na
1	Discuss results of assessment and involve the person served or appropriate others in the design of individualize intervention plan						
2	Develop and document individualized intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan						
3	Develop and/or select interventions and approaches to achieve individual and/or group goals						
4	Develop and/or select protocols for individual or group sessions						
5	Utilize activity and/or task analysis prior to interventions/programs						
6	Select adaptations, modifications and/or assistive technology						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (6 Items Minus The Number of NA'S)							

	Implementing Interventions and/or Programs	1	2	3	4	5	na
1	Explain the purpose and outcomes of the intervention/programs and steps to be followed to the person served						
2	Implement individual and/or group sessions, protocols, and/or programs						
3	Use leadership and facilitation techniques to maximize therapeutic benefit						
4	Monitor and address safety concerns throughout the interventions/program						
5	Observe person served for response to intervention/program and note important data						
6	Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (6 Items Minus The Number of NA'S)							

	Evaluate Outcomes of the Interventions and/or Programs	1	2	3	4	5	na
1	Evaluate changes in functioning of the person served						
2	Determine effectiveness of individual intervention plan and adjust as needed						
3	Revise individualized intervention plan as necessary with input from the person served and appropriate others						
4	Evaluate individual's need for additional, alternative or termination of services						
5	Determine effectiveness of protocols, modalities and/or programs for targeted groups						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (5 Items Minus The Number of NA'S)							

	Documenting Intervention Services	1	2	3	4	5	na
1	Record behavioral observations, programs, functioning and intervention outcomes of the person served						
2	Document unusual occurrences, accidents and incidents relating to risk management						
3	Document protocols, modalities and/or program effectiveness						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (3 Items Minus The Number of NA'S)							

	Working with Treatment and/or Service Teams	1	2	3	4	5	na
1	Provide information to team members concerning the range of available TR/RT services						
2	Communicate information regarding person served to team members in a timely and appropriate manner						
3	Coordinate or integrate intervention plan with other service providers for the person served						
4	Develop and provide collaborative services with other team members as necessary						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (4 Items Minus The Number of NA'S)							

	Organizing Programs	1	2	3	4	5	na
1	Maintain equipment and supply inventory						
2	Plan and coordinate support services						
3	Maintain program budget and expense records						
4	Develop and distribute schedules						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (4 Items Minus The Number of NA'S)							

	Managing TR/RT Services	1	2	3	4	5	na
1	Comply with standards and regulations						
2	Conduct an initial and/or on-going organizational needs assessment for TR/RT service delivery						
3	Prepare and update comprehensive TR/RT written plan of operation						
4	Confirm that programs are consistent with agency mission and TR/RT service philosophy and goals						
5	Recruit, train, educate, supervise, and evaluate professionals, paraprofessionals and/or volunteers						
6	Provide staff development and mentorship						
7	Develop, implement, and/or maintain TR/RT internship program in accordance with legal requirements and professional guidelines						
8	Prepare, implement, evaluate, and monitor TR/RT service annual budget						
9	Support research programs or projects						
10	Prepare and report quality improvement data						
11	Write summary reports of TR/RT services						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (11 Items Minus The Number of NA'S)							

	Public Awareness and Advocacy	1	2	3	4	5	na
1	Establish and maintain network with organizations and advocates						
2	Advocate for rights for persons served						
3	Provide education to the community						
4	Promote the agency, TR/RT services and the profession through marketing and public relations						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (4 Items Minus The Number of NA'S)							

Part Two: Personal and Professional Development Criteria

	The Therapeutic Recreation Intern Demonstrates:	1	2	3	4	5	na
1	Positive Attitude						
2	Enthusiasm						
3	Self-confidence						
4	Empathy						
5	Flexibility						
6	Willingness to learn						
7	Judgment						
8	Initiative						
9	Respect and courtesy						
10	Cooperation						
11	Ability to evaluate personal strengths and weakness						
12	Ability to accept constructive criticism						
13	Professional dress according to setting						
14	Work habits (timeliness, completeness, consistent quality of work)						
15	Planning and organizational skills (time management, management of space and materials)						
16	Interpersonal relationships (with supervisor, staff, customers)						
17	Effective verbal communication skills (assertiveness, clarity, organization)						
18	Effective written communication (skills grammar, spelling, legibility)						
19	Uses available computer						
20	Use of medical terminology and abbreviations						
21	Maintenance of professional boundaries (personal space, relationships, language)						
22	Ability to seek direct and indirect supervision						
23	Ability to accept direct and indirect supervision						
Count Number of NA's							
Add Total of Each Column							
Add Total Score of Five Columns							
Average Score: Total Score Divided By (23 Items Minus The Number of NA'S)							

Part Three: Comments

1. In what areas does the intern excel?

2. In what areas does the intern need further development?

Outcome Scoring

Part One: Performance Criteria	Average Score
Professional Roles and Responsibilities	
Assessment	
Planning Interventions and/or Programs	
Implementing Interventions and/or Programs	
Evaluate Outcomes of the Interventions and/or Programs	
Documenting Intervention Services	
Working with Treatment and/or Service Teams	
Organizing Programs	
Managing TR/RT Services	
Public Awareness and Advocacy	
Final Score (Add all average scores and divide by 10)	

Part Two: Personal and Professional Development	Average Score
Final Score:	

Form 5
PRT 3800
Midterm Agency Evaluation

Please take a few moments to reflect on your fieldwork experience to this point. Answer each question as honestly as possible. Submit a copy to your university academic supervisor upon completion of the sixth week of the PRT 3800 fieldwork experience. Discussions with the agency supervisor on a continuous basis are helpful in making your experience more meaningful.

Date: _____ Student: _____

Internship Agency: _____

Internship Supervisor: _____

1. Briefly summarize to date your experience in relation to your goals for the internship.

2. Is this experience what you expected? Explain.

3. Is this experience helping you to accomplish your expected goals? Explain.

a. Is your agency supervisor adequate? Explain.

b. Is the university supervisor adequate? Explain.

4. How can the internship experience be more meaningful?

a. What can you do to make it so?

b. What can the agency do to make it so?

5. What experience would you like to see given more emphasis during the remainder of your time with the agency?

Student Signature: _____ Date: _____

Agency Supervisor Signature: _____ Date: _____

Form 6
PRT 3800-Evaluation of Student Performance

Instructions: Please assess the student in comparison to others you have worked with of similar academic level. Your responses will be kept confidential and used for the purpose of student grading and programmatic evaluation. Each performance assessment will determine five percent of the student's internship grade, so please answer each question as honestly as possible. It may also prove helpful to spend a few moments reviewing the completed performance assessment with the student intern prior to submission.

Student's Name: _____ Date: _____

Employer: _____

Section I: Student Background Information

1. ACADEMIC EMPHASIS	2. SEMESTER OF PLACEMENT	3. LENGTH OF PLACEMENT
<input type="checkbox"/> Adventure and Outdoor Programs	<input type="checkbox"/> Summer Semester	<input type="checkbox"/> Mid-Semester Assessment
<input type="checkbox"/> Therapeutic Recreation	<input type="checkbox"/> Fall Semester	<input type="checkbox"/> Final Assessment
<input type="checkbox"/> Hospitality Management	<input type="checkbox"/> Spring Semester	
<input type="checkbox"/> Sustainable Tourism Management		
<input type="checkbox"/> Commercial Recreation Management		
<input type="checkbox"/> Community Recreation and Sport Management		
<input type="checkbox"/> Natural Resources Recreation Planning Management		

Section II: Performance Assessment

4. APPEARANCE	5. TEAMWORK	6. INITIATIVE
<input type="checkbox"/> Well-groomed appearance	<input type="checkbox"/> Works very well with others	<input type="checkbox"/> Seeks out additional responsibility
<input type="checkbox"/> Acceptable appearance	<input type="checkbox"/> Gets along satisfactorily w/ others	<input type="checkbox"/> Completes assigned responsibilities
<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement

7. SELF-CONFIDENCE	8. JUDGEMENT	9. DEPENDABILITY
<input type="checkbox"/> Self-confident	<input type="checkbox"/> Makes appropriate decisions	<input type="checkbox"/> Very dependable
<input type="checkbox"/> Usually self-confident	<input type="checkbox"/> Usually makes the right decision	<input type="checkbox"/> Usually dependable
<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement

10. MATURITY	11. ABILITY TO LEARN	12. PROBLEM SOLVING
<input type="checkbox"/> Very mature	<input type="checkbox"/> Learns new skills quickly	<input type="checkbox"/> Solves problems independently
<input type="checkbox"/> Mature	<input type="checkbox"/> Average ability to learn new skills	<input type="checkbox"/> Needs help solving most problems
<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs improvement

13. QUALITY OF WORK

- Regularly exceeds expectations
- Regularly meets expectations
- Needs improvement

14. WRITTEN COMMUNICATION

- Strong communication skills
- Satisfactory communication skills
- Needs improvement

15. VERBAL COMMUNICATION

- Strong communication skills
- Satisfactory communication skills
- Needs improvement

16. ATTENDANCE

- Regular
- Irregular
- Needs improvement

17. PUNCTUALITY

- Very punctual
- Usually punctual
- Needs improvement

18. PROFESSIONALISM

- Very professional
- Usually professional
- Unprofessional

19. Have you noticed that the student is particularly strong or lacking in any of the areas listed in the previous section (Section II)?

Section III: Performance Summary

20. How would you rate this student's overall performance compared to others you have worked with of similar academic level?

- 5 - Much more than acceptable** (Significantly above criteria required for successful job performance).
- 4 - More than acceptable** (Generally exceeds criteria relative to quality and quantity of behavior required).
- 3 - Acceptable** (Meets criteria relative to quality and quantity of behavior required).
- 2 - Less than acceptable** (Generally does not meet criteria relative to quality and quantity of behavior required).
- 1 - Much less than acceptable** (Significantly below criteria required for successful job performance).

21. Would you recommend this student for permanent, full-time employment? Yes No

22. Please list anything, which you feel the Department of Parks, Recreation, and Tourism could do to better prepare our students and make them more valuable to your organization:

This report has been discussed with the student intern: Yes No

Fieldwork Supervisor (please print): _____ **Title:** _____

Fieldwork Supervisor (signature): _____ **Date:** _____

Please mail or fax the completed performance assessment form to Steven A. Bell, University of Utah, Department of Parks, Recreation, and Tourism, 250 S. 1850 E., Rm 200, Salt Lake City, Utah 84112; FAX (801) 581-4930.

Form 7
PRT 3800/5828
Student Evaluation of Fieldwork Experience

Please take a few moments to reflect on your fieldwork experience and complete the following questions regarding the agency. These questions are intended to determine if you gained helpful experience, knowledge, and/or skills during your fieldwork placement. Answer each question as honestly as possible. Your feedback regarding the quality of your fieldwork experience is extremely important to us and may determine if we recommend this agency to other students in the future. All of your responses will be kept confidential and access will be limited to University personnel only.

Please submit a copy of this form to: Steven A. Bell, University of Utah, Department of Parks, Recreation, and Tourism, 250 S. 1850 E. room 200, Salt Lake City, UT 84112 or students registered in PRT 5828-Academic Supervisor.

Agency: _____

Agency Supervisor: _____

Please rate each of the following areas using the scale provided:

Scale: 1-Poor 2-Fair 3-Acceptable 4-Good 5-Excellent

Did your agency supervisor provide adequate...

- | | | | | | |
|---|---|---|---|---|---|
| 1. assignments that challenged your knowledge, skills, and abilities | 1 | 2 | 3 | 4 | 5 |
| 2. explanation of assignments or expectations | 1 | 2 | 3 | 4 | 5 |
| 3. training, resources, and/or other tools to complete assignments | 1 | 2 | 3 | 4 | 5 |
| 4. time to complete assignments | 1 | 2 | 3 | 4 | 5 |
| 5. feedback on the quality of completed assignments | 1 | 2 | 3 | 4 | 5 |
| 6. answers to your questions | 1 | 2 | 3 | 4 | 5 |
| 7. access to different managers or departments | 1 | 2 | 3 | 4 | 5 |
| 8. mentorship and professional guidance | 1 | 2 | 3 | 4 | 5 |
| 9. opportunities for independent thought and decision-making | 1 | 2 | 3 | 4 | 5 |
| 10. information about social gatherings (work parties, outings, etc.) | 1 | 2 | 3 | 4 | 5 |

How would you describe your co-workers? (Mark all that apply)

- Appropriate role models
- Highly competent & qualified
- Personally motivated
- Well-organized
- Strong work ethic
- Proper etiquette

(Form 7, continued)

- Effective team members
- Effective communicators
- Effective problem solvers
- Effective time managements skills
- Other _____

Was the internship...

- | | | |
|---|----------------------------------|---|
| helpful in making future career decisions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| directly related to your major | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| conducted in a variety of work settings | <input type="checkbox"/> Indoors | <input type="checkbox"/> Outdoors <input type="checkbox"/> Both |

What were the strongest aspects of this fieldwork placement?

Was the fieldwork placement well structured? Why or why not?

What would you recommend to improve this fieldwork placement?

Was your work and opinion valued by facility management and staff?

Would you recommend this fieldwork placement to other students? Why or why not?

Respectfully submitted by: _____ **Date** _____
Intern name and date

Form 8
Professional Portfolio Description

Each student will complete a *Professional Portfolio*. A portfolio is a collection of artifacts that demonstrate your knowledge, understanding, and application of the principles of Parks, Recreation, and Tourism. This is not a scrapbook; it is a professional document. It requires you to collect pertinent information, reflect on the information or artifacts, analyze the relevancy of the items, and consider the message that is communicated by the overall presentation.

A portfolio can be a portable self-promotional tool or an evaluation tool. As a self-promotional tool, a portfolio provides evidence of knowledge, skills, and experiences that is not evident in a resume and employers today want more than a summary of what candidates say they have done. As an evaluation tool, the collection of artifacts and reflections provides evidence of knowledge, understanding, and the ability to apply the principles beyond the classroom. It should also be noted that in the process of building a portfolio, you will learn about yourself, for some, a sense of pride in accomplishments, for others, perhaps an awareness of areas that need improvement and the setting of new goals.

***Failure to complete the *Professional Portfolio* will result in a grade no higher than a C for the entire internship. ***

Portfolio Outline

***Please contact me early in the semester if you intend to create and submit an electronic portfolio instead of the 3-Ring binder hard copy version. ***

Appearance:

- 3-Ring binder
- Dividers (tabs that extend beyond the pages but not outside the binder)
- Plastic page protectors
- Original work (includes instructor feedback)
- No typographical errors or misspelled words
- Neat and easy to read
- Positive overall impression

Content:

- Cover Page
- Introductory Letter or Abstract– introducing the reader to the portfolio
- Table of Contents
- I. Academic / Personal Information
 - a. Cover Letter
 - b. Resume
 - c. Fact sheet listing involvement in areas outside of work – volunteer/interests/hobbies
 - d. Professional certifications, memberships and involvement, awards
- II. Knowledge / Understanding of Parks, Recreation, and Tourism principles and procedures - PRT coursework
 - a. A minimum of four (4) samples of your work that demonstrate knowledge and understanding of PRT concepts, program and event planning and delivery, evaluation in PRT, management, marketing, and professionalism two (2) must be TR related
 - b. Each artifact must have a reflective caption
 - i. Description of the piece
 - ii. Why you included it
 - iii. Its main function and purpose
 - iv. Your skills or abilities needed to produce the item
 - c. If one of your accomplishments is confidential and info cannot be shared for legal reasons, summarize your work and carefully share enough evidence that it really occurred
 - d. Examples from your coursework such as assignments, projects, reflections, or evaluations
- III. Application of Parks, Recreation, and Tourism principles and procedures – the senior internship
 - a. Rationale for internship placement
 - b. Internship goals (3)

- c. Artifacts that provide evidence you have met your goals – a minimum of three (3) artifacts, one for each goal
- d. Each artifact must have a reflective caption
 - i. Description of the piece
 - ii. Why you included it and how it relates to your goal
 - iii. States the artifacts main function and purpose
 - iv. Your skills or abilities needed to produce the item
- e. If one of your accomplishments is confidential and info cannot be shared for legal reasons, summarize your work and carefully share enough evidence that it really occurred
- f. Examples from your internship such as projects & reflections, case studies, program development & delivery, assessments, progress notes, evaluations, original or creative products

IV. Conclusion – Summary Reflection - Becoming a Professional

- a. Overall Experience - Using a professional style of writing, explain what your role was during the internship. Please provide as much detail as possible in this summary. Pretend that your audience is a future employer who is trying to understand what you did during your internship and has little or no knowledge about your specific job. Include a list of projects conducted, purpose and professional significance of project(s). Be sure to explain what your impact was on these projects-how and why you have been a valuable asset to the organization.

The following questions may be used as to assist in your Summary Reflection.

- How do you feel you benefited from the experience? What did you learn about yourself, co-workers, and the profession in general?
- Discuss problems that you encountered specific or general, related to the overall internship experience.
- Provide a self-analysis of your shortcomings and strengths with recommendations for improvement.
- Would you like to continue with this population and/or setting or would you prefer to do something entirely different?
- What are your plans following the internship (if applicable)?
- How do you think the internship experience will assist in your future practice?
- What advice can you give future interns regarding any and all the stages of your internship process: volunteer opportunities, interviewing, securing a placement, TR process in practice, agency and academic assignments, preparation for the NCTRC exam, looking for employment?

Part II - Portfolio Scoring

Elements	Content	Quality	
	Components of the portfolio should be verified; required items should be present. 0=missing 1=included, but incomplete 2=fully developed	<u>Organization</u> : follows directions; clear layout <u>Form/Style</u> : visual appeal, writing mechanics; expressiveness <u>Understanding</u> : shows knowledge of components, application of ideas; realistic 0=NA, missing 1=acceptable 2=good 3=outstanding	Total
1. Cover page Introductory page Table of Contents			
2. Cover letter/ Resume			
3. Certifications, professional memberships, awards			
4-7. Knowledge and understanding artifacts (4) plus reflective captions	a. b. c. d.		
8. Rationale for internship placement/ Internship goals			
9-12. Application artifacts (4) plus reflective captions	a. b. c. d.		
13-14. Summary Reflection (10 points)			
16. Appearance (binder, dividers, page protectors, original work) (10 points)			

Comments:

TOTAL PTS. = _____
(80 pts. poss.)

