

University of New Hampshire  
Department of Recreation  
Management and Policy

# RMP 764: Internship Manual

TR OPTION

CARTE Accredited

Revised August 2018

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## INTRODUCTION

This Internship Manual has been prepared to assist students and supervisors in understanding the purpose, policies, and procedures of the professional internship experience required of all students majoring in the Therapeutic Recreation (TR) option in the Department of Recreation Management and Policy (RMP) at the University of New Hampshire (UNH).

RMP faculty members are committed to providing students with significant classroom and practical experiences so that graduating seniors are highly marketable individuals in today's competitive health and human services arena. The professional internship program is the culminating experience of these efforts.

PLEASE NOTE: The RMP 764 internship is an essential part of our academic program. It is a full-time, 14-16 credit internship that integrates class work with a supervised work experience. This internship may occur in the Fall, Spring, or summer semester of a student's senior year of study. Tuition costs for this internship are the same as a regular, full semester if taken during the Fall or Spring Semester. If the internship is taken during the summer, the cost is based on a per-credit hour charge for 14-16 credits.

This Internship Manual is designed so that the student intern and his/her agency supervisor can review it on a regular basis if questions arise. Forms are included, and specific procedures are clearly outlined in the appendices so that the internship experience can proceed smoothly. Should questions arise about any of the material contained in the Internship Manual, please direct your questions to the RMP Internship Coordinator:

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**RMP 764: INTERNSHIP SYLLABUS, TR OPTION**  
**University of New Hampshire**  
**Department of Recreation Management and Policy**

**I. COURSE DESCRIPTION**

The course allows students to engage in supervised, professional work experience in an approved health and human services agency under the supervision of a Certified Therapeutic Recreation Specialist (CTRS). Students participate in a 14-16 week, 560-640 hours internship experience after receiving approval of their site from both their Professional Mentor and the Internship Coordinator. Regardless of the number of weeks a student completes, they will be required to complete a minimum of 40 hours for each week (e.g. a 14-week internship must have no fewer than 560 hours. A 16-week internship must have no fewer than 640 hours.) The National Council for Therapeutic Recreation Certification requires that the internship experience is a minimum of 14 weeks and 560 hours.

**II. COURSE PREREQUISITES**

Students must have completed all pre-requisite coursework prior to participation in RMP 764: Internship. All Recreation Management and Policy pre-requisite courses must be completed with a grade of C (2.00) or better. All non-departmental pre-requisite courses must be completed with a grade of C- (1.67) or better. Pre-requisite courses are listed on page 15 of this Internship Manual.

Before a student may register for this course s/he must:

- Secure a job description from the site.
- Complete the Site Approval Form, to be signed by both the student's Professional Mentor and Internship Coordinator.
- Complete the Internship Agreement Form, to be signed by the student, the Internship Coordinator, and the on-site supervisor at the internship.
- Develop five personal and five professional objectives to be shared with both the student's faculty supervisor and on-site supervisor.
- Provide proof of Certification in Adult and Pediatric CPR & First Aid (to be completed during RMP 654).
- Sign the Final Review of Requirements form acknowledging that they understand all requirements that must be met for successful completion of the Internship.

**III. INSTRUCTIONAL OBJECTIVES**

- To provide the student with opportunities to gain insight into the role, duties, and responsibilities of a Certified Therapeutic Recreation Specialist at all levels and in a setting consistent with his/her option and career goals.
- To help the student build additional knowledge and competencies related to professional preparation in a setting appropriate for his/her option & career goals.

- To assist the student in applying theory to practice.
- To acquaint the student with practical, operational aspects of therapeutic recreation delivery.
- To broaden the base of the educational effort by using agencies within the health and human service delivery systems as laboratories for learning.
- To enable the intern, site supervisor, faculty supervisor, and professional mentor to assess the intern's strengths and weaknesses.

### **III. ADDITIONAL INSTRUCTIONAL OBJECTIVES FOR STUDENTS IN TR OPTION**

The following instructional objectives apply to students in the TR Option only, and address standards and guidelines of the Committee on the Accreditation of Recreational Therapy Education (CARTE), and the American Therapeutic Recreation Association. The CARTE standards are identified by numbers in parenthesis (ex. 1.8.61), the ATRA standards do not include numbers. Collectively, these standards comprise the content areas in which you will be evaluated using the mid-term and final internship evaluations.

#### **Foundations of Professional Practice:**

- Communicates the purpose, techniques, & effectiveness of RT to colleagues, consumers, & public
- Analyzes, evaluates, & applies models of practice in various settings
- Uses standards of practice & ethical codes in directing interactions with clients & colleagues & in design/implementation of RT
- Complies with professional credentialing standards
- Complies with agency clinical privileging and/or competency requirements
- Evaluates personal practice skills; seeks resources to continually improve; incorporates enhanced knowledge & skill into daily practice

#### **Client Assessment:**

- Determines the need for further assessment
- Determines & documents the appropriateness of a referral for RT (1.8.61)
- Involves clients, families, & their significant others in the assessment process
- Gathers and uses relevant information from records, charts, family, significant others, & team (1.2.15)
- Conducts a systematic review
- Selects the appropriate assessment instrument(s) for a selected client
- Integrates knowledge of client recreation & leisure behaviors with other assessment & diagnostic information (1.8.62; 1.8.63)
- Analyzes, interprets, & incorporates assessment data & evidenced-based practice into client database in order to develop functional outcome goals for the individualized treatment plan
- Documents assessment findings & reviews implications for treatment with client, family, significant others, & team members
- Assesses the need for assistive technologies & devices to maximize functional abilities & independence in life activities
- Conducts functional performance testing (1.2.13)
- Utilizes of rapid assessment instruments (RAI's) as applicable (1.2.14)

### III. ADDITIONAL INSTRUCTIONAL OBJECTIVES FOR STUDENTS IN TR OPTION

(continued)

#### **Planning Treatment and Programs**

- Involves client, family, & significant others, as appropriate, in the design of treatment plan
- Systematically applies assessment, quality improvement & evidenced-based practice data in designing treatment plan
- Writes functional outcome goals & other forms of documentation related to treatment/program plan
- Selects appropriate treatment interventions/programs including such factors as type, frequency, duration, & intensity to achieve goals & outcomes
- Communicates & documents the treatment plan to client, family, significant others, & treatment team
- Applies accreditation, regulatory, & RT standards of practice in the development, implementation, & evaluation of treatment plans/programs
- Develops & uses interdisciplinary collaboration in the design & implementation of treatment/program plans
- Selects evidenced-based treatment interventions according to diagnosis, age, cultural, socioeconomic factors, & client preferences to treat problems & limitations associated with specific medical, psychiatric, or other disabling conditions
- Designs & plans evidenced-based treatment interventions/programs, protocols, guidelines & pathways, including such factors as contraindications, precautions, accommodations & adaptations, to improve physical, cognitive, social, or emotional functioning of clients
- Uses reference materials/guides to obtain current information re: pharmacological implications for RT assessment & treatment (1.8.50)

#### **Implementing Treatment and Programs**

- Develops, selects & implements treatment interventions appropriate to goals & objectives & consistent with evidenced-based practice & client preferences to achieve optimal functional outcomes for clients
- Involves client, family, significant others in implementing treatment intervention
- Applies knowledge of the effects of pharmacological agents upon the health & behavior of clients when implementing treatment (1.8.23)
- Uses a variety of assistive techniques, devices, & equipment to meet client needs
- Modifies/discontinues treatment intervention in adapting to changing conditions in the client, pharmacological plan or treatment environment (1.8.49)
- Applies behavioral management strategies & helping techniques to protect health & safety of clients (1.8.43)
- Documents client's response to interventions
- Facilitates client awareness & self-responsibility (1.8.39)
- Assists client in processing & applying knowledge/skills learned to meet individual needs (1.8.24)
- Establishes, maintains, & terminates therapeutic relationships (1.8.38)
- Leads/co-leads therapeutic groups
- Advocates for inclusive recreation opportunities for client (1.8.64; 1.8.65)

### III. ADDITIONAL INSTRUCTIONAL OBJECTIVES FOR STUDENTS IN TR OPTION (continued)

#### Evaluating Treatment and Programs

- Evaluates RT program for effectiveness & efficiency
- Interprets data, modifies treatment interventions/programs & formulates recommendations for continued client treatment or aftercare
- Uses treatment/program evaluation data to develop or refine protocols, guidelines & pathways to achieve effective client outcomes on a predictable & consistent basis
- Involves client, family, & significant others in the reassessment of functioning & progress related to the treatment/program plan and plans for discharge & aftercare

#### Managing RT Practice

- Uses computers/systems for managing information & data (1.7.11)
- Practices & employs safety, emergency, infection control & risk management procedures/practices (1.7.13; 1.8.42)
- Scheduling, time management, & prioritization of tasks & decisions (1.7.14)
- Manages productivity & labor resources (1.7.15)
- Provides clinical supervision & education to staff, students, or volunteers (1.7.16)
- Manages RT practice within legal & ethical requirements of health care, the agency, and the profession
- Collaborates with administrators & allied health disciplines regarding the delivery & management of RT services provided to clients (1.8.57)

### IV. REQUIRED MATERIALS AND/OR READINGS

RMP Internship Manual: Available on RMP 654 and 764 Canvas pages.

#### ***(Recommended Readings)***

Ross, C.M., Beggs, B.A., & Young, S.J. (2011). Mastering the Job Search Process in Recreation and Leisure Services. Sudbury, MA: Jones and Bartlett Publishers.

The student's internship site supervisor and/or faculty supervisor may assign additional readings related to the internship setting, tasks, clients, etc.

### V. COURSE POLICY AND PROCEDURE

- **Attendance:** In order to graduate from the program, RMP students are required to complete the minimum number of hours. Reliable and punctual attendance at the internship is required. RMP students will follow the dates, hours, and times of their respective internship sites, this may include Saturday, Sunday, holidays, and snow days. Holidays and absences are to be granted in accordance with the personnel policies of the internship site. **PLEASE NOTE:** *UNH holidays and vacations do not apply to you during your internship, unless your clinical site also has these as non-working days.* It is the student's responsibility to communicate with the Internship Site Supervisor if they are ill or have an emergency that will prevent them from

attending their internship on any given day. Students are expected to plan their personal lives around their internship schedules and should not schedule personal appointments or activities that conflict with the internship schedule. Students are responsible for meeting the hour requirement for their individual internships (560-640 hours). If you miss a day, you are responsible to make up those missed hours at a time agreed upon by your Internship Site Supervisor. Students not completing the minimum hour requirement will not pass the RMP 764: Internship course. Students may not “bank” hours and complete the internship prematurely.

- **Assignments:** All assignments are due on time, on the dates posted later on in this Internship Manual. Remember that specific due dates will be determined based on weeks of internship completed (e.g. Discussions posts are due on the Friday of even numbered weeks). Late assignments will be noted, and consistent late work puts you at risk of failing your internship. Please see PAGE for more details related to failure of the internship.
- **Confidentiality/HIPAA:** Students are expected to respect the confidentiality and HIPAA regulations for all patients/clients and their families. This means that students may not take any information from the internship site that could in any way identify these patients/clients. Identifying information may consist of photographs (including selfies), copies of completed documentation or assessments without permission and without redacting personal information and posting on social media about the internship experience. For more detailed information on HIPAA: <https://www.hhs.gov/hipaa/index.html>
  - If students need photographs for a specific internship-related project, pictures should not include patients/clients/families or people who work at your agency.
  - On a rare occasion that an intern would need to take an identifiable picture for a UNH project, the student must clear the entire project with the Internship Coordinator and necessary administration within the agency before starting the project.
- **Students with Disabilities:** According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Internship specific accommodation letters are created by SAS with the student and the Internship Coordinator. Please follow-up with your Internship Faculty Supervisor as soon as possible to ensure timely implementation of the identified accommodations in the letter. For more information, refer to [www.unh.edu/studentaccessibility](http://www.unh.edu/studentaccessibility) or contact SAS at (603) 862-2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu).
- **Student Well-being:** Your academic success in this course is very important to the RMP Department. If, during the semester, you find emotional or mental health issues

are affecting success in your internship, please contact your Internship Faculty Supervisor immediately as well as the University's [Counseling Center](#) (3<sup>rd</sup> Fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services. If you choose to share your personal concerns with RMP faculty, you should be aware that faculty are mandatory reporters, and must report any cases of harassment &/or abuse to the appropriate authorities. The Counseling Center does not share this same obligation and confidentiality can be found there.

- **Religious Practices:** In accordance with university policies, we will reasonably accommodate a student's religious observances and practices due to national origin. If you will miss class because of a feast day or religious holiday, please inform your Internship Faculty Supervisor as well as your Internship Site Supervisor **early in the semester**. If an assignment is due, it is your responsibility to make sure the assignment is turned in on the due date or in advance of the due date.
- **Academic Dishonesty:** You are expected to abide by UNH policies on academic honesty and integrity as noted in the *UNH Student Handbook*. Misrepresentation by the student of any aspect of the class will result in an automatic "F" and will subject the student to the penalties associated with academic dishonesty. In fact, any act violating this policy will place you in jeopardy of disciplinary action, up to and including suspension and/or dismissal from the university. Included among violations of academic honesty include unauthorized collaboration on assignments outside of class (section 0.92), plagiarism (section 0.93), misrepresentation (section 0.94), violations of academic policy (section 0.95), and violations of computer codes of ethics (0.96). Procedures for handling cases of violations will be followed as outlined in the UNH Students Rights, Rules and Responsibilities Procedures for Dealing with Academic Misconduct (section 0.97). If you have any questions on this policy, or what constitutes violations of academic dishonesty, please link to the following websites:
  - University Academic Honesty Policy: <https://www.unh.edu/student-life/handbook/academic/academic-honesty>
  - Tutorial on Plagiarism: <http://Cola.unh.edu/plagiarism-tutorial-0>
- **Athletics and Other University-Sponsored Activities:** Those students who are involved in intercollegiate athletics or other university-sponsored activities should notify both their Faculty Internship Supervisor and their Site Supervisor early in the semester regarding days that will be missed due to officially sponsored UNH functions. It is your responsibility to provide both of your supervisors with a written schedule of dates that will be missed (signed by the coach or athletic department's educational program coordinator). If an assignment is due, it is your responsibility to make sure the assignment is turned in on the due date or in advance of the due date.
- **Termination:** Students who are terminated from the internship are required to meet with the Internship Coordinator and Department Chair in person. Pending review of each individual case, students may be required to sit out the current semester

enrolled and petition the RMP faculty to complete the internship the following semester. This may include incurring the cost of the RMP 764 Internship course again. Please see the termination policy on page 13 of the *Internship Manual* for additional details.

- **Taking Additional Courses During Internship:** Students may not be concurrently enrolled in the internship and other courses for academic credit. In very rare cases, an exception to this policy may be granted with written permission from the intern's Site Supervisor, Professional Mentor, and the Internship Coordinator.
- **Working Outside of Internship:** Additionally, to help ensure that students receive the maximum benefit from the internship experience, they are also not allowed to moonlight (engage in another job) while completing their internship (RMP 764). In very rare cases, an exception to this policy may be granted with written permission from the intern's Site Supervisor, Professional Mentor, and the Internship Coordinator.
- **Securing the Internship Placement:** The Internship experience must be compatible with the student's academic preparation (option) and career goals. The student is ultimately responsible for securing a placement, with assistance and approval from his/her Professional Mentor and the Internship Coordinator. A job description must be provided with the Site Approval form in order to ensure the course will meet RMP 764 competencies.
- **Course Registration/Semester Deadlines:** Students must register for and complete the 14-16 week internship experience during either the fall or spring semesters, or during the summer session. Students are required to start their internship by the dates listed below, aligning with the semester they are interning:

SEMESTER OF INTERNSHIP	DATE RANGE TO START
Fall Semester	August 20 – Labor Day
Spring Semester	January 2 – January 31
Summer Semester	After you complete your finals – Tuesday after Memorial Day

- **Prerequisites:** Students must have completed all RMP 764 pre-requisites prior to the internship, to include completing Adult and Pediatric CPR and First Aid. TR students must have completed prerequisite courses in the TR curriculum prior to going out on internship. See Appendix B for those specific prerequisite courses.
- **Variations:** Students who request any variations from the policies stated above must submit a petition via their professional mentor.
- **University Title IX Policy:** The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all

students and for the university as a whole. To this end, the university requires faculty members to report incidents of sexual violence and harassment shared by students to the university's Title IX Coordinator (Donna Marie Sorrentino, [dms@unh.edu](mailto:dms@unh.edu), (603) 862-2910/1527 TTY). If a student wishes to speak to a confidential service provider who does not have this reporting responsibility, you can speak with the University Counseling Center or SHARPP. For more information about what happens when you report, your rights and reporting options at UNH, including anonymous reporting options, please visit <https://www.unh.edu/sharpp/reporting-requirements> and <https://www.unh.edu/affirmativeaction/title-ixsexual-violence>.

## **VI. COURSE REQUIREMENTS**

A minimum of 560 hours over a 14-week period in an approved, supervised Internship position is required. Students may take the RMP 764 class for up to 16 credits (640 hours) to earn additional academic credits if necessary. In order to receive 16 credits a student must be at their internship position for 16 full weeks. Written procedural and work requirements are described in full within this Internship Manual.

## **VII. COURSE GRADING**

RMP 764 students are graded on a credit/fail basis. All requirements described within the Internship Manual must be satisfactorily met before credit will be awarded.

## **STATEMENT OF PURPOSE**

It has been said that education is a continuous and lifelong process. It requires not only the acquisition of skills and knowledge gained in the classroom, but practical application as well. Higher education should provide a body of knowledge and develop skills in reasoning; however, both must be tested to be of any benefit—one of these tests is the internship experience.

The internship is a valuable learning experience. It will give the student a chance to experience firsthand what has been studied in readings and the classroom. There is little substitute for a real experience. By getting involved in a “direct experience” and trying things, we can begin to understand what we do or do not know.

It is vital that students and their supervisors understand the purpose of the internship before students engage in the experience. It is equally important that students understand the Internship requirements and expectations before they commit themselves to any internship placement. The purpose of this manual is to explain the Internship program, expectations, and requirements.

The primary purpose of the internship is to bridge the gap between theory and professional practice. It is an opportunity to learn first-hand the inner workings of a leisure service delivery system and to further develop the competency and self-assurance necessary for a professional career in the therapeutic recreation field.

Specifically, the internship allows a student to learn and further develop competencies through direct experience in, or observation of, such areas as: direct service delivery, assessment, program planning, leadership/group facilitation, team meetings, documentation, administration, business procedures, personnel matters, marketing, and public relations. Although a student may not have responsibilities for many different areas on a day-to-day basis, they should be exposed to, or allowed to explore, all aspects of an organization's operations. Students must participate in an internship experience that uses the "Therapeutic Recreation Process" as defined by the current Job Analysis for NCTRC.

Internship assignments constitute an integral part of the RMP curriculum. Through internship, students learn to apply theoretical principles learned within their academic programs to address actual, real world needs in the context of authentic practice environments. Internship also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of settings. The student will also develop a professional identity as a recreation professional.

### **INTERNSHIP POLICY AND PRE-REQUISITES**

- All students must be prepared to assume additional costs that may occur outside of tuition costs for their internship. In addition to tuition and fees, expenses may include immunizations, physicals, drug screenings, finger printing, background checks, CPR certification, transportation, travel, housing and living expenses and other incidental costs. Students are expected to plan ahead and be able to pay for these expenses.
- Each student graduating from the Department of Recreation Management and Policy must pass the preparatory 2-credit Professional Development and Ethics (RMP 654) course with a grade of C or better AND receive a grade of "credit" for the RMP 764 internship.
- Internships are available in fall and spring semesters as well as during the summer. Students are encouraged to work with their academic advisor (Linda Noon) to determine the most appropriate sequence.
- A minimum of 560 hours over a 14-week period is required. A full-time continuous experience is required therefore, interns may not take vacations, or time off with the exception of a documented emergency. According to NCTRC requirements for certification, students must work between 20-45 hours/week for 14 consecutive weeks in order for that internship to count. The RMP department follows this same protocol. Failure to complete consecutive weeks will require the student to contact NCTRC for guidance and may require a student to start their internship experience over either at the same site, or a new site.
- The internship experience is supervised by a "qualified professional" (further defined on pg. 12 of this manual)
- Students may not be concurrently enrolled in the internship and other courses for academic credit. In very rare cases, an exception to this policy may be granted with written permission from the intern's Site Supervisor, Professional Mentor, and the Internship Coordinator.

- Additionally, to help ensure that students receive the maximum benefit from the internship experience, they are also not allowed to moonlight (engage in another job) while completing their internship (RMP 764). In very rare cases, an exception to this policy may be granted with written permission from the intern's Site Supervisor, Professional Mentor, and the Internship Coordinator.
- Students must complete all internship requirements as specified in this manual to obtain credit for their internship experience.

### **Safety Tips for Students in the Field**

It is important for each student to learn the safety policies and security protocol for their agency. In the absence of formal policies, a student is expected to work with their Internship Site Supervisor to discuss issues related to safety and security in that setting. The following are suggestions that may be helpful to students, Internship Site Supervisors and Faculty Supervisors as they each consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will be determined by the individual agency, nature of the agency, setting, etc.

#### *Security of Belongings*

All students on internship are encouraged to have a secure place to keep handbags and other belongings while at their internship. It is preferable that the space be one that can be locked, such as a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with a door closed. Valuables should not be brought to your internship site, left in cars, and should not be placed out of view just prior to leaving a vehicle.

#### *Safety Tips for Travel by Foot or Public Transportation*

When traveling by foot or using public transportation, it is advisable that students carry the least number of valuables with them as possible. Money, driver's license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it for your own safety.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat, walking shoes. It is helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in their immediate area, without staring or maintaining eye contact.

#### *Emergency Action Plan*

Given the current climate of mass shootings across the country, there is heightened awareness around emergency action plans at agencies. It is expected that students will be made aware of the emergency action plans developed by the agency. If there is not a formal plan at the agency, the student should work with their Internship Site Supervisor to determine a plan that works for the UNH student.

#### *Post-Incident Protocol*

If an incident occurs in which a student experiences (personally or vicariously) a traumatic event or is personally threatened or hurt, the Internship Site Supervisor should contact the Internship Coordinator at UNH immediately to discuss what actions the agency and school should take to ensure the student's physical and emotional well-being. The Internship Coordinator will document

the incident and the steps taken to address it and will meet with the student and the Faculty Internship Supervisor. Together, they will assess the student's readiness to return to the field, and any other issues relevant to the situation. Other points for consideration include:

- What immediate follow-up needs to occur? Who needs to be notified?
- How is the student feeling, and what support does he or she need? Debriefing is essential after all risk factors have been addressed. The student must be king to themselves and respond to his or her own needs. What supports do the agency and the school offer after a traumatic incident? What support system does the student have? It might be helpful to consider brief supportive counseling.
- What documentation needs to be done as quickly as possible for the agency?
- What documentation does the school need to complete?

### **Policy related to Termination of Internship**

Major problems with the internship are rare when the internship is grounded in 1) careful selection of an internship site, 2) a well-written Internship Agreement (Appendix E) with the agency, 3) a job description in which the expectations and responsibilities of all parties are carefully designated, and 4) where there is ongoing contact between the Intern and the designated Internship Faculty Supervisor. Every effort is made by both the University Internship Coordinator, the Internship Faculty Supervisor, and the Site Supervisor to support the internship learning process, but it may on occasion be necessary to either a) terminate a student intern; or b) remove an intern from an agency for reassignment elsewhere. Each case must be considered separate and distinct because of differing agency guidelines and stipulations within the University.

**Termination of an Intern:** Student performance is taken very seriously during the internship process. Students are expected to make consistent progress and meet competencies set by both their Internship Site Supervisor and their Faculty Internship Supervisor. The Department of Recreation Management and Policy requires Internship Site Supervisors to promptly notify the Faculty Internship Supervisor regarding any concerns about a student's performance, progress, professionalism, or conduct. Issues that are identified and addressed early are often easier to resolve. The Faculty Internship Supervisor will consult with the Internship Coordinator and will attempt to address the issue(s) with the student and the Internship Site Supervisor. A written remediation plan may be developed which clarified concerns and offers a pathway for improvement. If the matter cannot be resolved, then the Internship Coordinator may intervene at this time. Both supervisors and the Internship Coordinator will consult and then make final decisions regarding the student's placement.

**Dismissal of an Intern by an Agency:** The Site Supervisor must immediately notify the University Internship Coordinator if circumstances arise that could eventuate the dismissal of an intern. Agency personnel guidelines will direct the initial review and all appropriate documentation arising from this process must then be forwarded to the University Internship Coordinator to initiate an internal academic review process (since the intern is still enrolled as a UNH student even if dismissed). Every effort should be made to reconcile the issues, but it is still possible that an agency decision to terminate an intern will stand.

Possible grounds for dismissal of an intern by an Agency (and hence termination of the applicable Letter of Agreement, see Appendix E) may include, but are not restricted to:

- Lack of student responsibility (e.g., being constantly late for work, failing to report absences in advance, misuse of equipment, failure (within reason) to undertake or complete assigned tasks, etc.);
- Engagement by the intern in illegal, unsafe, or unethical behavior;
- Violation of employer's policies (e.g., confidentiality, safety, sexual harassment, racial or religious discrimination);
- Personal problems or emotional problems that hamper an intern's ability to function in a work place environment; and

Once the RMP department is informed of the dismissal or pending dismissal of an intern (and termination of the Letter of Agreement), the following general guidelines are to be adhered to:

- The University Internship Coordinator continues to maintain direct and open communication with the intern, Faculty Internship Supervisor and Site Supervisor.
- The Department Chair and the student's Professional Mentor will be immediately notified of the dismissal or pending dismissal proceedings against the intern
- The Department Chair will decide about notifying the College of Health and Human Services' Dean's Office.
- Findings related to the review of proceedings may be referred to the broader faculty for further consideration.
- A final recommendation on the student's academic status is made.

**Failure of Intern due to Academic Reasons:** There are several instances where students may fail their internship for reasons not directly affiliated with their performance at their site. These include (but are not limited to):

- Violation by the intern of any aspect of the UNH Student Rights, Rules & Responsibilities Handbook;
- Academic Exclusion (receiving a GPA below 2.5 for two consecutive semesters or 3 total semesters during student's tenure in the RMP department)
- Failure to complete academic assignments on time during the internship process.

**Removal of an Intern from an Agency Site:** Circumstances may arise where it is necessary or prudent for the University Internship Coordinator to remove an intern from a particular agency and relocate them at another field placement site. The Department of Recreation Management and Policy requests that any student having difficulty with their Internship Site Supervisor or site immediately notify their Faculty Internship Supervisor. The Faculty Internship Supervisor will notify the Internship Coordinator and then attempt to aid the student in addressing the situation directly with the student and agency. If problems continue to arise, the Internship Coordinator will intervene. If this fails, then other outcomes may need to be explored including (but not limited to) placing a student at another agency. Circumstances that may require a removal of a student include, but are not restricted to the following:

- Excessive work of a trivial nature (e.g., stapling, copying, etc.); some is to be expected but this should not be the focus of the internship placement as stipulated in the letter of agreement and job description;
- Other significant violations of terms of engagement on the part of the Agency (e.g., employment duration);
- Evidence of conflict either between the Site Supervisor and the intern or the intern and other colleagues;

- Proven or suspected unsafe, unethical or illegal working environment;
- Strike action, lockouts, or other labor-related disruptions experienced at the Agency;
- Agency bankruptcy or financial exigency resulting in the inability to retain an intern;
- Sexual or other harassment of the intern in a work place setting.
- Interruption of a Therapeutic Recreation intern’s field placement due to termination of CTRS supervisor. In this event, TR students must immediately contact the National Council for Therapeutic Recreation

In more serious situations, as for example where an intern may be a target of sexual harassment, or the safety of a student is in danger, immediate intervention by the University Internship Coordinator is appropriate, and it may be advisable to remove and terminate the internship immediately if the problem is not clearly and decisively resolved at the time the problem becomes apparent. Serious problems of this nature may have legal ramifications, and the University Internship Coordinator should therefore also consult with University Legal Counsel personnel without delay.

**Changes in Graduation Status:** If the completion of the internship is delayed (by cancellation, discontinuation, failure, or some other circumstances), awarding of the UNH degree may be affected. It is the student’s responsibility to follow up with the UNH Graduation Office to make changes in graduation status. This will mean resubmitting the online “Intent to Graduate” form.

## PRE-REQUISITE COURSEWORK

To be eligible for the Internship, all TR students must have completed the following RMP core courses with a grade of C or better:

RMP	490	Recreation and Leisure in Society
RMP	501	Recreation Services for Individuals with Disabilities
RMP	557	Recreation Services Program Design and Planning
RMP	502	Introduction to Therapeutic Recreation Services
RMP	503	Therapeutic Recreation Rehabilitation Principles and Interventions
RMP	504	Therapeutic Recreation Mental Health Principles and Interventions
RMP	612	Therapeutic Communication and Facilitation Techniques in TR
RMP	613	Interventions and Documentation in TR
RMP	614	Assessment and Treatment Planning in TR
RMP	615	Clinical Treatment Lab II
RMP	563	Practicum
RMP	654	Professional Development and Ethics
HDFS	525	Human Development
PSYC	561	Abnormal Behavior
BMS	507/508	Human Anatomy and Physiology (I and II)
Other		Current certification in Basic First Aid & CPR (infant, child, adult) to be completed in RMP 654. This certification must be valid for the duration of the student’s internship.

## **THE INTERNSHIP PLACEMENT**

The placement search is ultimately the student's responsibility; the Department will assist as much as possible. Students should look for placements that require initiative and responsibility and will give them the broadest possible experience. Students should ask themselves the following questions: Is the placement going to give me the broad experiences that I am seeking? Will there be learning opportunities available to me that enhance my competencies and self-assurance? Will I be able to attend meetings, review materials, manuals, reports and files, and discuss topics with persons responsible for the areas essential to my Internship? Is the placement consistent with my professional career goals? Will I have regular and ongoing supervision from a qualified professional? The student may need to work after regular hours and on days off in order to fulfill the requirements of the Internship.

Students are required to secure an internship placement with a leisure, recreation, or tourism agency that is approved by both the student's Professional Mentor and the Internship Coordinator.

## **THE AGENCY**

The following criteria will be considered when approving an agency as an appropriate placement for the student:

1. The placement site must be compatible with the student's career goals and academic preparation. The agency must be willing to make a commitment to the internship as an educational experience for the student. This is to include opportunities for mentorship, leadership development, and growth.
2. The placement should provide the student with a broad and varied exposure to the overall agency/program operation. Refer to Appendix A for Therapeutic Recreation descriptions of internship experience areas.
3. The student's professional and personal internship objectives (developed in cooperation with the Internship Coordinator and shared with the Site Supervisor) should be compatible with the Internship position.
4. The agency must be willing to collaborate with the designated UNH representative from the Department of Recreation Management and Policy during the internship experience.

## THE AGENCY SUPERVISOR

The following supervisor criteria will be considered in determining an acceptable placement:

1. The supervisor has at least one degree in leisure services (therapeutic recreation) and a minimum of two years full-time experience in a supervisory and/or administrative position.

### OR

2. The supervisor has a minimum of four years of full-time supervisory and/or administrative experience in the specific area(s) in which the student plans to study and work.
3. The supervisor can and is willing to work with the student in order to make the Internship a learning experience. The supervisor can meet with the student a minimum of once a week (for at least one hour) to answer questions, provide feedback and supervision, analyze strengths and weaknesses, etc.
4. The supervisor can assist the student with identifying resources and learning opportunities to address the internship objectives (learning contract).
5. The supervisor can assist the student in gathering information and developing a broad perspective of the organization (via discussion sessions, agency meetings, review of agency materials/files, etc.).
6. For Therapeutic Recreation placements, the supervisor **must** be a Certified Therapeutic Recreation Specialist (CTRS) recognized at the professional level by the National Council for Therapeutic Recreation Certification (NCTRC). The supervisor must hold the CTRS credential for a minimum of **one year**. The CTRS must be employed **full time** at the agency (minimum of 30 hours per week), with at least 50% of job duties being therapeutic recreation service delivery.
7. If a TR student is interning in the State of New Hampshire, the TR supervisor must also hold a current RT license from the NH Office of Allied Health Professionals.
8. Therapeutic Recreation placements **must** also have a minimum of 2 Certified Therapeutic Recreation Specialists on staff. A rare exception to this criterion may be granted with the permission of the student's Professional Mentor and the completion of a written waiver.

### RESPONSIBILITIES OF THE AGENCY SUPERVISOR:

The Internship Site Supervisor provides a valuable service to the University of New Hampshire, the Department of Recreation Management and Policy, and most importantly, the student. The Site Supervisor is committed to the intern and the mentoring/training process. The Department expects the following responsibilities to be accepted by the student's supervisor.

1. To complete, in cooperation with the student, the Internship Agreement and submit it to the University Internship Coordinator before the start of the Internship.
2. To work with the student to precisely define the student's work assignments based upon mutually determined goals and objectives.

3. To help the student gain exposure to total operation of the organization through appropriate means (meetings, discussion, readings, work assignments, etc.).
4. To meet with the student frequently, preferably a minimum of once a week, to provide the student with timely and honest feedback regarding areas of strength as well as areas for continued improvement.
5. To meet with the University representative during the scheduled site/online/or phone visitation to discuss the student's responsibilities and performance (scheduled in advance).
6. To provide the University representative with a written mid-term and final evaluation of the student's performance (evaluations provided by university via electronic survey).
7. To communicate immediately with the University representative in the event of any emergency or failure of the student to perform adequately.
8. Be available to the intern on an "as needed" basis.

### **RESPONSIBILITIES OF THE UNIVERSITY DEPARTMENT**

The Department of Recreation Management and Policy has three general roles: 1) as administrator of the program; 2) as a facilitator for the student and agency; and 3) as final evaluator of the student's performance. Responsibilities of the University Department:

1. To verify that the student has met all academic pre-requisites described in this Manual prior to engaging in the Internship experience.
2. To prepare students for the Internship experience through professional mentorship, a pre-Internship course (Professional Development and Ethics - RMP 654) and written information.
3. To review and approve the Internship setting chosen by the student.
4. To assure that the student and agency receive information necessary to successfully complete the Internship experience.
5. To schedule one site, Zoom or phone visitation with the student and agency supervisor. The visitation will result in a report concerning the student's experience and progress including suggestions for improvement. There will be additional follow-up when necessary. To keep appropriate administrative records, including a file on each individual student, which will be accessible to them throughout the Internship experience.
6. To assign and evaluate all student academic work that are a part of the Internship process.
7. To be available to both the student and the Internship Site Supervisor throughout the duration of the internship as needed.
8. To conduct a final evaluation concerning the student's internship experience, including a determination as to whether academic credit should be granted or not.

## **ROLES AND RESPONSIBILITIES OF THE STUDENT**

This section outlines specific responsibilities for the Internship experience. It is imperative that students and their supervisors read and thoroughly understand this section. To a large extent, students will receive benefits in direct proportion to what they put into the experience. All of these requirements must be met if students are to receive academic credit for the Internship experience. The Internship Coordinator must approve any exceptions in advance.

### ***A. Before the Internship Starts***

1. Talk with your Professional Mentor early in the planning stage. Start considering what you want to do at least two semesters preceding the Internship (e.g., in the fall preceding your summer experience). Highly competitive internship sites often accept their interns more than a semester in advance. Review the pre-internship checklist (Appendix B) to determine your eligibility for the internship and to identify related requirements.
2. Begin your placement search early! It is important to apply to several places; getting a good placement is not always easy. If you should get several offers, you can always pick the best placement opportunity.
3. Successfully complete RMP 654 - Professional Development and Ethics with a grade of C or better prior to enrolling in RMP 764 Internship.
4. Utilize all Department resources, including your Professional Mentor, the Internship Coordinator, and seniors within the major who have completed Internships, for placement leads. The Department maintains an Internship database to assist students in the process of locating a quality Internship site.
5. At your initial interviews, tell potential supervisors about your Internship requirements. If necessary, show them the Prospective Internship Agency Supervisors memo (available on the RMP 654 page). Make sure they understand your needs. Have them call the Internship Coordinator if they have questions. Most supervisors, if they understand the Internship, will aid you in getting a beneficial experience.
6. Complete the Site Approval Form (Appendix D) with a job description of the proposed internship duties and secure Internship Coordinator and Professional Mentor signatures approving of the internship agency.
7. Independently arrange and finance any of the following that apply:
  - Housing
  - Transportation
  - Health Insurance
  - CPR/First Aid Certification
  - Other associated requirements specific to your agency
  - Tuition and associated fees
8. Develop 5 personal and 5 professional Internship objectives to be shared with both your faculty supervisor and your site supervisor.

9. Work with your site supervisor to complete the Internship Agreement (see Appendix E). This must be completed and then signed by the site supervisor and Internship Coordinator before you may register for RMP 764, Internship.
10. Attend a group session with the Internship Coordinator to receive final instructions. You will be asked to sign a Final Review of Requirements Form (Appendix F) acknowledging that you understand all Internship requirements and the consequences of failure to complete the internship requirements.

#### 11. Registration Process:

If you are doing a **summer** internship:

- You do not need a RAC number and will not be registering during traditional registration times.
- Prior to the start of the summer semester (Approximately May 1), the Academic Advisor and Internship Coordinator will register you for the appropriate RMP 764 section.
- Identify how many credits you will need to secure during your internship, communicate that to the Internship Coordinator ASAP.
- You must register for the internship before you begin the experience. The internship “clock” does not begin until you are registered for RMP 764.
- **The DEADLINE for completing all of the required paperwork and registering for RMP 764 is the Friday BEFORE Memorial Day. Failure to meet this deadline will prevent you from completing your internship this semester.**

If you are doing a **fall or spring** internship:

- Register as you normally do during your designated registration time during the semester (get RAC# from your advisor).
- You will need to get permission from your Academic Advisor.
- You still need to go on to the Webcat system to register using your RAC#. Register for RMP 764 (14-16 credits).

PLEASE NOTE: If you are doing a fall or spring internship for less than 12 credits, you will not be considered a full-time student. This may affect your ability to secure financial aid, scholarship monies, and other benefits related to full-time student status. Please discuss this with your Academic Advisor to be sure this is the most financially beneficial decision for you.

- You must register for the internship before you begin the experience. The internship “clock” does not begin until you are registered for RMP 764.
- **The DEADLINE for completing all of the required paperwork and registering for RMP 764 is the Friday BEFORE the semester of your internship starts. Failure to meet this deadline will prevent you from completing your internship this semester.**

#### ***B. When the Internship is in Progress*** (Academic Assignments)

##### ***Weekly Time Reports***

Submit the time report form weekly to the Canvas page (**Appendix G**) Weekly reports are **due 5 days** following the week worked. The master timesheet excel document includes 14-16 weeks of timesheets in one Excel document. It is located on the Canvas site under the Master

Timesheet Module. You will complete each week's timesheet, (be sure to save it) and then upload to the appropriate week under the Master Timesheet Module on the Canvas page. The master timesheet document accumulates all of your hours into one summary timesheet at the end.

### ***Canvas Discussion Posts***

Students are expected to participate in discussions on the RMP 764 Canvas site. Students will respond to five discussion threads throughout the duration of the internship experience. In order to promote a community of inquiry, students are asked to post their own responses as well as respond to their peers' responses.

### ***Initial Analysis Paper***

The Initial Analysis Paper will briefly describe the agency and community or region where you are located. The primary focus should be on defining your placement responsibilities as they have evolved, stating what you plan to accomplish during the remainder of your Internship experience, and revising or rewriting your professional and personal objectives. This report will also identify the special project you are planning to complete (see Appendix H).

### ***Mid-Term Update***

The purpose of this Update (see Appendix I) is:

1. To encourage you to seriously reflect upon what you have and want to accomplish in the internship while there's still time to make some changes if needed.
2. To give your Academic Supervisor a better picture of your experience so that s/he may provide any appropriate assistance.
3. To discuss progress made on your special project and plans for completion.

### ***Special Project***

You are expected to complete a comprehensive Special Project during your internship. Discuss potential project options with your supervisor during the first two weeks of the internship. A tentative project must be identified in your initial analysis report. Your special project should be unique & address a need of the internship agency, department, or consumers. In addition, your project should provide you with the opportunity to research & then complete the assignment within the overall time frame for your internship. You must also confirm your special project with your faculty internship supervisor during the site/phone visit. You will also be expected to provide a report on your special project, including the skills & competencies you developed by completing the project and how the project benefited the agency. See Appendix J for details on this assignment.

### ***Mid-term Site Visit or Phone Check-in***

Your faculty internship supervisor will schedule at least one phone, Zoom, or site visitation with each student and his/her supervisor. Students must, of course, be present at these visitations and make sure that their supervisor will be available that day. The student is responsible for contacting the Department if the scheduled day and time is not acceptable. See Appendix K for site and phone visitation guidelines.

### ***Site Supervisor's Mid Term and Final Evaluations***

Your site supervisor must complete a mid-term and final evaluation of your performance using the department's evaluations. These evaluations will be sent directly to your site supervisor via an electronic survey method (Qualtrics). The supervisor will complete the evaluations and then print a copy of the completed report. He/she must review each evaluation with you. You must then scan the evaluation and upload it to the Canvas page via the Midterm Evaluation Assignment or Final Evaluation Assignment (Appendix L).

### ***Final Review of Experience Paper***

The purpose of this paper is to review the objectives established for your internship and the extent to which they were achieved. You will also provide a reflective review of your overall experience. You should describe your thoughts on the experience in general, competencies and skills developed, and knowledge you have acquired. Discuss how the agency has helped to prepare you for your career, and additional areas you would like to develop or enhance. Guidelines for this paper can be found in Appendix M. Upload to course Canvas page via the Final Experience Paper Assignment.

### ***Site Evaluation***

Students will be sent an email with a Qualtrics link to an online evaluation near the conclusion of the internship. These evaluations of your experience are due at the end of the internship and are completed by accessing the Qualtrics survey (See Appendix N for details). Please note that these evaluations are not given to your site, but instead made available for other RMP students to use in their quest for the ideal placement.

### ***Internship Portfolio***

Throughout the Internship, students must create and organize a portfolio. This portfolio is a living document that will evolve and develop as the internship progresses. The portfolio is considered to be your personal resource; therefore, you will have some flexibility in content and method of organization. You must however, demonstrate conscientious and consistent contributions to this project. **See Appendix O for an outline of requirements for the Portfolio.** Students should collect and organize materials throughout the internship experience. Examples of materials to compile include: agency orientation materials, agency policies and procedures, samples of documentation (all client information should be redacted), staff meeting agendas and minutes, examples of brochures and marketing materials, related articles and journals, etc. You may organize your materials in any number of ways as long as the materials organized and can be quickly identified and located. Examples of methods for organization include the use of one or a series of three ring binders, portable "crates" with dividers, a series of files in a file container. In addition to organization, all materials should be labeled with major headings and sub-headings clearly identified. The expectation for the Portfolio is one of **professional quality**. Your Faculty Internship Supervisor will review your progress on the Portfolio during his/her site or phone visitation.

### ***Exit Interview***

All students are required to schedule a final individual meeting with their Faculty Supervisor. This meeting will be scheduled after all assignments have been turned in and have been reviewed. Typically, these meetings occur when you return to campus after

your internship. Your academic supervisor will seek your input on the entire internship experience, discuss your strengths and areas that may need further professional attention, and discuss any assignments that will need to be completed or revised and a time frame for their completion. You will be informed of your final grade during this meeting. Assignments and projects due **prior** to your exit interview include:

- Portfolio (hard copy)
- Site Evaluation (Qualtrics survey completed)
- Supervisor's Final Evaluation (Canvas upload)
- Final review of the Internship Experience paper (Canvas upload)
- Special Project Report and Evidence (Canvas upload)

## **GRADING/CREDIT**

The Internship is graded on a credit/fail basis. To earn academic credit for the experience, students are expected to perform in a professional manner, work-related duties and the Department's Internship requirements outlined in this manual. This implies that all work must be done in a quality and timely fashion. A student's work-related performance will be evaluated by the agency supervisor at mid-term and at the end of the Internship. The Department will keep a file on each student, documenting their performance throughout the experience. The student must meet all requirements described in this Internship Manual in order to receive credit for the experience. Any deviation must be cleared in advance with the Internship Coordinator.

### ***Graduating Seniors***

If you are expecting to graduate at the conclusion of your internship experience, you must be prepared to complete and turn in your internship materials as soon as the internship has ended (or in some cases, a week before the internship has ended). **If you delay in processing your materials and the exit interview, you may miss the graduation deadline and will not graduate on time.** For example: If you are expecting to graduate in September, and you are doing a summer internship, you need to turn your materials in to your Faculty Supervisor immediately after your last day of internship or potentially sooner. Once he/she has reviewed your materials, you will be scheduled for an exit interview. At the conclusion of the exit interview, upon successful evaluation, you will receive a credit for the internship. This course grade will signify to the graduation office that you are officially a degree candidate.

### ***General Guidelines for "NEW" Internship Sites***

*Please note: All internship sites need to be **approved by your Professional Mentor and the Internship Coordinator per instructions noted in the Internship Manual.** The guidelines below are specific to 'new' sites only but may work with sites looking for a refresher or additional information about our internship program.*

Please consider these guidelines as a flow chart where each step generally follows the previous step. All of the guidelines presented in the Internship Manual are there to ensure that you receive a quality internship placement.

1. Contact the prospective agency to inquire if they offer internships. If possible have the agency send you information regarding their internship placement. This might be intern job descriptions, an intern manual, specific requirements, internship objectives, agency contact people, program brochures, etc.
2. If requested, send the agency intern supervisor (s) copies of pages 3-15 of the Internship Manual. These pages outline the internship requirements and should provide enough information for a preliminary decision to be made by the prospective site supervisor(s) as to whether or not their agency can meet the RMP / UNH expectations for the intern placement.
3. Submit all written materials received from the agency to the Internship Coordinator for review. Check with the Internship Coordinator as to the potential of the site. In some cases, the agency may be eliminated at this point due to the obvious inability of the site to meet departmental expectations. If a site meets approval at this stage continue to step four (4), if a site is rejected at this stage see step six (6).
4. If requested, have the agency supervisor contact the Internship Coordinator at (603) 862-1238, or [jen.frye@unh.edu](mailto:jen.frye@unh.edu) for a telephone consultation. This step will allow the Internship Coordinator to clarify departmental expectations for the potential internship placement and determine the site's feasibility. You should follow up with the Internship Coordinator as to the outcome of the phone consultation.
5. If you are seriously considering the site in question (example: you have completed an interview with the site and you are 90% sure this is where you will be going), provide the Internship Coordinator and your Professional Mentor with the job description and a Site Approval Form (Appendix C). Have the Internship Coordinator and your Professional Mentor sign off on the form and upload this form to your BOX folder. All internships require a Site Approval Form to be completed, regardless of the frequency a site is used. **Due to the individualized nature of this approval process, site placements are ultimately approved or denied by the student's Professional Mentor.**
6. Once a site has been approved the student will continue with the internship placement process as outlined in the Internship Manual and as discussed in RMP 654. If a site is rejected for placement then the student will be instructed to search out other potential sites.

**RMP 764 TR INTERNSHIP MANUAL**

**APPENDICES**

**APPENDIX A**  
**INTERNSHIP EXPERIENCE AREAS**  
**THERAPEUTIC RECREATION**  
**Department of Recreation Management and Policy**  
**University of New Hampshire**

The National Council for Therapeutic Recreation Certification (NCTRC) defines an acceptable internship as one that uses the “therapeutic recreation process”. This process is defined in NCTRC’s 2014 job analysis study and identifies the following job responsibilities as entry-level job tasks. Although a student may not work in or have responsibilities with all of these areas on a day-to-day basis, they should be exposed to them and gain familiarity with all aspects of the TR process. Students should strive to include as many areas as possible in their internship experience. Those areas that are not part of a student's work responsibilities can be picked up through extra work, communication with your supervisor, fellow employees, etc.

**Professional Relationships and Responsibilities**

- Establish and maintain effective working relationships with person(s) served, co-workers, allied departments, and external customers
- Create and maintain a safe and therapeutic environment
- Maintain CTRS and required state credential(s)
- 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
- Enhance professional competence through contribution to the TR/RT field (e.g., professional presentations, research, attending conferences)
- Support the development of evidence-based practices
- Adhere to professional standards of practice and code of ethics
- Participate in quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews)

- Participate in agency/professional committees

**Assessment**

- Request and secure referrals/orders from professionals or other sources
- Obtain and review pertinent information about person(s) served (e.g., records or charts, staff, support system)
- Select and/or develop assessment methods based on validity, reliability, and needs of the person(s) served and setting (e.g. interview, observation, task performance, established instruments)
- Establish therapeutic relationship with person(s) served
- Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure lifestyle functioning, and environmental factors
- Analyze and interpret results from assessments
- Integrate, record, and disseminate results to identified others (e.g., person(s) served, treatment team)

#### Plan Interventions and/or Programs

- Discuss results of assessment and involve the person(s) served or identified others (e.g., parent or legal guardian, support system, treatment team, service providers) in the design of individualized intervention plan
- Develop and document individualized or group 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 and/or group session(s)
- Utilize activity and/or task analysis prior to interventions/programs
- Select adaptations, modifications, and/or assistive technology as needed

#### Implement Interventions and/or Programs

- Explain the purpose and outcomes of the intervention/program and steps to be followed to the person(s) served and/or identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
- Implement individual and/or group session(s), protocols, and/or programs
- Use leadership, facilitation, and adaptation techniques to maximize therapeutic benefit
- Monitor and address safety concerns throughout the intervention/program
- Observe person(s) served for response to intervention/program and document important data (e.g. interaction with others, group, or therapist)
- Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed

#### Evaluate Outcomes of Interventions and Programs

- Evaluate changes in functioning of the person(s) served
- Determine effectiveness of individual intervention plan and/or program and adjust as needed
- Revise individualized intervention plan and/or program as necessary with input from the person(s) served and identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
- Evaluate individual's need for additional, alternative, or discharge of services
- Determine effectiveness of protocols, modalities, and/or programs for targeted groups

#### Document Intervention Services

- Document participation and adherence to intervention
- Document behavioral observations, progress, functioning, and intervention outcomes of the person(s) served
- Document occurrences, accidents, and incidents relating to risk management
- Document protocols and modalities
- Document program effectiveness

#### Treatment Teams and/or Service Providers

- Identify the treatment team/community partners, including person(s) served
- Provide information to team members and community partners concerning available TR/RT services and outcomes
- Communicate information regarding person(s) served to team members and community partners in a timely and appropriate manner (e.g., behavioral changes, functional status)
- Coordinate or integrate intervention plan with other service providers and

community partners for the person(s) served (e.g., care planning, discharge/transition plan)

- Develop and provide collaborative services with other team members and community partners as necessary (e.g., co-treatment)

#### Develop and Maintain Programs

- Maintain equipment and supply inventory
- Plan and coordinate support services (e.g., transportation, housekeeping, dietary)
- Maintain program budget and expense records
- Develop and distribute schedules (e.g., programs, special events, programming changes)
- Identify funding sources
- Conduct an initial and/or on-going organizational/departmental needs assessment for TR/RT service delivery (e.g. populations served, internal and external resources)
- Conduct ongoing program evaluation
- Follow risk management practices

#### Manage TR/RT Services

- Comply with standards and regulations (e.g., government, credentialing, agency, professional)
- Prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures)
- 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 (e.g., plan in-service training, develop staffing schedules)
- Provide staff development and mentorship, including clinical supervision
- Develop, implement and/or maintain TR/RT internship program
- Prepare, implement, evaluate, and monitor TR/RT service annual budget
- Support research programs or projects
- Develop and conduct quality improvement plan and report results
- Write summary reports of TR/RT services
- Identify, obtain, and manage supplemental funding (e.g., grants, donations, endowments, fundraisers)

#### Awareness and Advocacy

- Establish and maintain network with organizations and advocates (e.g., community partners/agencies, universities, health-related professionals, and consumer groups)
- Advocate for the rights of person(s) served (e.g. access, inclusion, independence, transportation)
- Provide education to internal and external stakeholders regarding TR/RT services
- Promote the organization, TR/RT services, and the profession through marketing and public relations
- Monitor legislative and regulatory changes that impact TR/RT services and person(s) served

Source: NCTRC Job Analysis Report, 2014

**APPENDIX B**  
**PRE-INTERNSHIP CHECKLIST**

The following is a checklist of requirements and procedures for the potential intern. All requirements must be met before approval for the internship is provided. Use this for your own purposes; you do not have to turn this in to the instructor.

To be eligible for the Internship, all TR students must have completed the following RMP core courses with a grade of C or better:

RMP	490	Recreation and Leisure in Society
RMP	501	Recreation Services for Individuals with Disabilities
RMP	557	Recreation Services Program Design and Planning
RMP	502	Introduction to Therapeutic Recreation Services
RMP	503	Therapeutic Recreation Rehabilitation Principles and Interventions
RMP	504	Therapeutic Recreation Mental Health Principles and Interventions
RMP	612	Therapeutic Communication and Facilitation Techniques in TR
RMP	613	Interventions and Documentation in TR
RMP	614	Assessment and Treatment Planning in TR
RMP	615	Clinical Treatment Lab II
RMP	563	Practicum
RMP	654	Professional Development and Ethics
HDFS	525	Human Development
PSYC	561	Abnormal Behavior
BMS	507/508	Human Anatomy and Physiology (I and II)
Other		Current certification in Basic First Aid & CPR (infant, child, adult) to be completed in RMP 654. This certification must be valid for the duration of the student's internship.

## APPENDIX C

### Acknowledgement of Risk and Consent for Internship Course Participants

#### Section 1 (To be completed by internship student)

In consideration of being given the opportunity to participate in an internship course offered in connection with my studies in the Department of Recreation Management and Policy at the University of New Hampshire, I hereby:

Acknowledge that there are certain risks inherent in my participation in the internship course that are different in kind and nature than studying in a classroom, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by the internship site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations, which the Internship Site may recommend, or the University require. I agree to complete any additional pre-screening procedures required by the internship site including criminal background checks. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

I fully and voluntarily accept and assume all such risks and all responsibility for losses, costs, and damages I incur as a result of my participation in the internship course.

Should I require emergency medical treatment as a result of accident or illness arising during the internship, I consent to such treatment. I acknowledge that the University of New Hampshire does not provide health and accident insurance for internship participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase students' health insurance through the University. I will notify my Faculty Internship Supervisor if I have medical conditions about which emergency personnel should be informed. I understand that for the purpose of this internship I am neither an employee of the University of New Hampshire nor of the internship site.

I release, hold harmless, discharge, and covenant not to sue the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees, (the Releasees) from and against all claims, demands, actions, and causes of action for damages I may have due to personal injury, death, or property damage arising from my participation in the internship course, whether or not the result of negligent acts or omissions on the part of the Releasees.

I will defend and indemnify the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees from and against all claims, demands, actions, and causes of action for damages sustained or incurred by anyone other than me due to personal injury, property damage or death, arising from my willful misconduct while participating in the internship course.

I agree that if I am unclear on the ethics of a situation during the course of internship that I will seek consultation with the internship instructor for my course. I agree to follow all agency policies and regulations.



**APPENDIX D**  
**Internship Site Approval Form**

(Must be completed for ALL RMP internships!)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_

Option:  PEM  TR

Internship Agency: \_\_\_\_\_  
(name, town, state)

Internship Job Description Attached  Yes  No

TR Students Only:  Agency has only one CTRS and student will need to sign waiver

This site is:  Approved for internship  Not approved for internship

\_\_\_\_\_  
Advisor Signature Date: \_\_\_\_\_

- If you are planning to work at a job outside of your internship, please check here and speak directly with your academic advisor and site supervisor about this. Students are *not allowed to moonlight* (engage in another job) while in the Internship position. In rare cases, an exception to this policy may be granted if the student's academic advisor discusses the implications with the student and signs below:

**Advisor Signature:** \_\_\_\_\_

- If you are planning to take a course in addition to your internship hours, please check here and speak directly with your academic advisor and site supervisor about this. Students may not enroll in other courses for academic credit during the internship experience. In rare cases, an exception to this policy may be granted if the student's academic advisor discusses the implications with the student and signs below:

**Advisor Signature:** \_\_\_\_\_

**APPENDIX E**  
**Internship Agreement**  
**Department of Recreation Management and Policy**  
**University of New Hampshire**

The purpose of this agreement is to facilitate a clear understanding of expectations between the agency and the intern in a uniform format that will also assist University coordination of the process. Please work with the student to complete this agreement form even if your agency requires a separate employment contract or internship agreement. PLEASE TYPE!

**Agreement Between:**

Intern Name:

Intern Cell Number:

Intern Email Address:

And

Agency Name:

Agency Mailing Address:

**Term of Agreement:** From \_\_\_\_\_ to \_\_\_\_\_.  
Starting Date Ending Date

Note: To fulfill Internship requirements, the student must work under the direction of the agency supervisor for a minimum period of 10 weeks and 400 hours. The term of the agreement may, therefore, be longer but not shorter than 10 weeks. The agency is responsible for ensuring that students are not used to routinely replace regularly scheduled employees unless it is a planned experience of the program (Fair Labor Standards Act, 1973).

**Agency Supervisor**

Representing the agency named above, the following individual will be responsible for on-site supervision of the student intern. The agency supervisor is responsible for meeting at least weekly with the intern and for completing a mid-term and final evaluation of the student intern.

Name \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Wage, Stipend, or Other Compensation Benefits** (please describe type/amount/frequency of compensation):

**Prerequisites** Students will need the following before starting their internship at this agency. Please check as many as necessary.

- \_\_\_\_\_ Immunizations/Immunization Records
  - \_\_\_\_\_ Criminal Background Check
  - \_\_\_\_\_ Internship Affiliation Agreement
  - \_\_\_\_\_ Certificate of Liability Insurance
  - \_\_\_\_\_ Other (please note on lines below):
- 
- 

**Other** Please note any unique position requirements or conditions; especially those that a student intern might not otherwise be aware of, but must agree to, in order to have a successful experience. For example, unusual working hours, insurance coverage, dress codes, transportation requirements, etc. If such terms or conditions are included in a separate employment contract, staff manual, etc. please note that below and provide materials directly to student.

In any situation in which it is the agency's opinion that patient or public welfare may be adversely affected by student actions, the agency will take immediate corrective measures without prior consultation with the University. The University will be notified immediately thereafter. In non-critical situations and when a student is not performing satisfactorily in the opinion of the agency, both the agency and the University will agree upon a course of action.

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

UNH Internship Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this complete agreement directly to the Student Intern.

## **APPENDIX F**

### **INTERNSHIP FINAL REVIEW OF REQUIREMENTS**

While it is not our preference to put requirements in a negative or threatening context, it is very important for you to understand exactly what actions would result in failing the Internship. You are strongly encouraged to keep copies of all written reports in the event there is a problem uploading something to Canvas.

#### **CONDITIONS FOR EXCEPTIONS TO GRADE PENALTIES:**

It is understood that some exceptional circumstances may make it impossible for you to meet a requirement. The following conditions could serve as an exception to a situation that would otherwise result in failing the Internship: You contact your Academic Supervisor and gain prior approval for submitting written work late or for missing a meeting; or you can document emergency circumstances beyond your control that caused you to fail to meet a requirement and you were unable to contact your Academic Supervisor. Documentation and verification would be required.

#### Requirements - Grading

##### **Time Reports**

Should be uploaded to the Canvas site at the end of each week. If time reports are not received within 5 days of the workweek, this will result in a failing grade (unless conditions for exceptions apply).

##### **Canvas Discussion Threads**

Should be completed bi-weekly for the first ten weeks of the internship. Students will respond to five discussion threads on the Canvas page by posting their own response to the thread as well as responding to peer postings.

##### **Initial Analysis Report**

Should be uploaded to the Canvas page by the end of the third week. If the paper is not received by the end of the third week, this will result in a failing grade (unless conditions for exceptions apply).

##### **Visitation**

You or your site supervisor not being present for a scheduled phone, Zoom, or site visitation by your Faculty Supervisor will result in a failing grade.

##### **Mid-Term Update**

Should be uploaded to the Canvas page by the end of the seventh week of your internship. If the update is not received by the eighth week, this will result in a failing grade (unless conditions for exceptions apply).

##### **Agency Supervisor's Mid-Term Evaluation**

Should be uploaded to the Canvas page by the end of the 8<sup>th</sup> week. If the written evaluation submitted by your supervisor indicates, and follow-up conversations confirm, that you seriously breached your responsibilities to the agency or consistently behaved in an unprofessional manner, this would result in a failing grade.

##### **Special Project**

You must complete a special project approved by your faculty supervisor and confirmed by your internship site supervisor. You are expected to provide updates on progress of your project in your initial analysis report, mid-term update, and your supervisor's mid-term and final evaluations. A special

project report and evidence of your project will be uploaded to the Canvas page by the end of your internship. Not completing Special Project Requirements will result in a failing grade.

**Portfolio**

Failure to meet the requirements outlined in the manual or failure to submit your resource notebook no later than the date set and announced by your Academic Supervisor will result in a failing grade (unless conditions for exceptions apply).

**Final Review of Internship Experience**

Failure to complete this report satisfactorily (e.g., include all required components and be of passing quality) or to submit no later than the date set and announced by your Academic Supervisor will result in a failing grade (unless conditions for exceptions apply).

**Supervisor's Evaluation**

If the written evaluation submitted by your supervisor indicates, and follow-up conversations confirm, that you seriously breached your responsibilities to the agency or consistently behaved in an unprofessional manner, this would result in a failing grade. Should be uploaded to the Canvas page by the end of the internship.

**Other**

While most of the items listed above represent conditions which would more or less automatically result in a failing grade, a combination of circumstances could also equal failing. For example: turning in everything late even though “under the failing wire,” barely “getting by” in the performance of job duties throughout the internship, etc. **Any single instance of grossly unprofessional conduct would result in a failing grade, once verified.**

Assignment	Assignment Completion:	Assignment must be uploaded to the Canvas page no later than:
Time Reports	Each week	5 days after end of work week
Bi-weekly Canvas Responses	Every other week, weeks 1-10	Last day of your bi-weekly timeframe
Initial Analysis	Within first 3 weeks	End of week 3
Mid-Term Update	Week 7	End of week 8
Mid Term Evaluation	End of Week 7	End of Week 8
Supervisor’s Final Evaluation Special Project Report/Evidence, Resource Notebook, Final Review Paper, Site Evaluation	TBD by Faculty Internship Supervisor	At least 48 hours prior to exit interview with Internship Coordinator

I have read and understand all conditions described herein which could result in a failing grade for RMP 764, Internship.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Summary of Internship Academic Assignments

<b>Assignments</b>	<b>Due Dates</b>	<b>Appendix</b>	<b>Submission Method</b>
Weekly timesheets (1-14) Use master excel timesheet found on Canvas page under the Master Timesheet Module	You have 5 days from end of workweek to upload to Canvas page	Appendix G	Upload to Canvas page
Bi-weekly Discussion Board Responses (5 total)	Every other week	N/A	Discussion Board on Canvas page
Initial Analysis Report	Due to UNH by wk. 3	Appendix H	Upload to Canvas page
Mid-term Update	Due to UNH by wk. 7	Appendix I	↓
Your Supervisor's Mid-term Evaluation	Due to UNH by wk. 7	Appendix L	↓
Special Project Report & Evidence	Due to UNH by end of internship. Deadline differs per semester and will be announced via Canvas	Appendix J	↓
Final Review of Experience Paper	↓	Appendix M	↓
Your Supervisor's Final Evaluation	↓	Appendix L	↓
Site Evaluation	↓	Appendix N	Complete Qualtrics Link
Final Portfolio	↓	Appendix O	Submit hard copy
Exit Interview	To be scheduled	Meet with faculty supervisor	In person or via phone

**APPENDIX G  
THERAPEUTIC RECREATION  
WEEKLY TIME REPORT**

Student: \_\_\_\_\_ Week # \_\_\_\_\_ Dates of Week: \_\_\_\_\_

A weekly timesheet is to be completed and uploaded to the Canvas page at the end of each week. Each hour spent in the Internship should be recorded in one of the activity categories. Under each heading you should identify the specific activity areas that are descriptive of your placement. This is a SAMPLE form, please use the Excel document on Canvas.

**ACTIVITY CATEGORIES**

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<b>Assessment (Specify)</b>							

**TOTAL HOURS FOR WEEK:** \_\_\_\_\_

<b>Treatment Planning &amp; Documentation (Specify)</b>							

**TOTAL HOURS FOR WEEK:** \_\_\_\_\_

<b>Implementation of TR Services (Specify)</b>							

**TOTAL HOURS FOR WEEK:** \_\_\_\_\_

<b>Other (Specify)</b>							

**TOTAL HOURS FOR WEEK:** \_\_\_\_\_

**GRAND TOTAL (of above activity categories):** \_\_\_\_\_

Please do not include breaks or lunch hours in this timesheet, unless you are working through your lunch break on something for your agency. University Internship Assignment Hours are **not** to be included in this timesheet either, with the exception of any hours spent on the Special Project.

## **APPENDIX H**

### **INTERNSHIP INITIAL ANALYSIS REPORT**

Each student will prepare an Initial Analysis Report briefly describing the agency and program they are working for and the community/region in which the organization is located. The paper's primary focus should be on defining your placement responsibilities as they have evolved, outlining what you hope to accomplish during the remaining weeks of your experience and identifying how you will meet your objectives. The paper should be typed & 4-6 pages. It should be uploaded to the Canvas page by the end of week 3. The primary purpose of this paper is to provide a clear direction and focus for the remainder of your Internship. The paper should include the following components.

#### ***Part 1***

1. Briefly describe the agency where you are doing your Internship.
  - Services, programs, resources, and facilities offered
  - Size (personnel, budget, etc.)
  - Consumers/clients the agency serves (Identify primary clientele or population)
2. What are two or three major variables within the community or region which affect the agency that you are working for and its delivery of service—i.e., physical features, socio-economic characteristics, support services, transportation network, land-use patterns, or natural, historical and cultural resources.

#### ***Part 2***

1. Elaborate on your placement responsibilities with the agency— specifically what will you be doing? You may choose to separate into categories. For example: Administration, Programming, Treatment, Operations and Maintenance, Planning, Public Relations and Publicity, Assessment, Marketing, Team Meetings, etc. This section should update and elaborate on your position description included with the Internship Agreement.
2. Based on your work experience to date, review and revise as needed, the professional and personal internship objectives you established for your Internship experience. If you want to add to your objectives (have more than 5 in one area), feel free to add appropriate objectives. In your objectives, consider what you hope to accomplish during your internship experience for:
  - the agency
  - others (people being served, other organizations)
  - yourself (including specific competencies to be developed or improved)Remember, the objectives should be measurable, and performance based. In your final report you will be asked to evaluate your accomplishments in light of your objectives.
3. Identify how you intend to meet your objectives—particularly those for which it is not self-evident from the outline of position responsibilities.

#### ***Part 3***

1. Describe the special project you intend to complete for your internship. Identify resources you will use to accomplish the project and time frames for achievement.
  - Describe project ideas
  - Describe purpose of project
  - What will you learn and be able to do as a result of this project?
  - Projected timetable and procedures

**APPENDIX I**  
**MID-TERM UPDATE**

(Student completes & uploads to Canvas page at mid-term)

Student:

Agency:

1. In a brief paragraph or outline, provide an update on the internship activities and responsibilities you have finished or are you currently working on.
2. Identify the projects/activities/responsibilities will you most likely engage in between now and the end of the internship?
3. Describe how the activities/projects and responsibilities thus far of your internship relate to the learning objectives specified in your Initial Analysis Report.
4. Describe the type and frequency of supervision/guidance you are receiving from the agency.
5. Comment on insights you have made regarding your “place” in the field of therapeutic recreation. Do you think/feel that the sector of recreation that you are experiencing during your internship is “where you want to be?” For example, if you are interning in a long-term care setting —do you think that this sector of the field is where you want to be as a professional?
6. Are there any issues or questions you'd like to raise?
7. Describe the progress on your special project. What additional actions or activities do you need in order to accomplish this project?

## APPENDIX J INTERNSHIP SPECIAL PROJECT GUIDELINES

The purpose of the special project is to enhance professional skills and competencies as evidenced by the development and when relevant implementation of a unique project. You are expected to assume responsibility for discussing potential project options with your supervisor. The project should address a need of the agency, department, or consumers. Your project should be discussed with a tentative project identified in your initial analysis report. In addition, the project must be completed within the time frame of your internship.

### ***Special Project Guidelines:***

- Discuss special project assignment with your site supervisor during the first two weeks to begin to identify some potential options, needs, or ideas. Keep in mind the project should enhance your professional skills and competencies and should also address a need of the department, consumers, or agency.
- Submit a special project proposal to your site supervisor and your faculty supervisor. This should include a needs assessment, description and outline of the scope of your project.
- Research and identify relevant resources to assist you in the development of your project.
- Develop and revise the project as needed. Request feedback from your supervisor to be sure to comply with any of the agencies or your supervisor's expectations.
- You will be expected to provide your academic supervisor with an update on your project's progress during the site or phone visit.
- Your site supervisor will comment on the projects progress during your mid-term and final evaluations.
- Provide a description of the project and evaluative comments in your final review.
- Prepare a **special project report**. Expectations and components of the report are provided following this section. This report is due at the end of your internship and will be reviewed with your Faculty Supervisor during your exit interview.
- Provide your Faculty Supervisor with any "evidence" of the special project you completed with the internship materials you submit for the exit interview. Examples include: photographs, video, a duplicate of the project, written comments from you supervisor, samples of the work you submitted, "hard copies" of computer work submitted, etc.

Examples of Special Projects include: An in-service presentation on fund raising, a marketing plan, development of a nonverbal TR assessment tool, development of an instructional video, development of a comprehensive resource guide for consumers, development and implementation of a new program, design and production of a department brochure, etc.

**APPENDIX J**  
**INTERNSHIP SPECIAL PROJECT GUIDELINES (continued)**

***Special Project Report***

You will have identified and completed a special project during your internship. The purpose of this report is to describe what you accomplished (project outcomes), to review the process for completing your project and the benefits of the project to your professional development and to your agency. You must include the following information in your report:

- A statement of need for the special project - why did you complete this particular project?
- Describe the project - what did you accomplish?
- Describe the process for completing the project - how did you accomplish the project and what resources did you use?
- Describe the benefits of the project for the agency.
- Identify the skills and competencies you acquired through the completion of this project.
- Provide an evaluation of the project - identify what was done well and what you might do differently if you could do the project over again.

In addition to the narrative portion of this paper, provide any other documentation or evidence of your project. For example, provide pictures of the project, a copy of a brochure, a link to a YouTube video or staff evaluation of an in-service, etc. Include any evidence that appears relevant for your particular project.

This report should be long enough to adequately cover the information requested. In most instances, 3-5 well written pages should be adequate.

## **APPENDIX K VISITATION GUIDELINES**

Each Faculty Supervisor will schedule either a phone, Zoom, or site visitation with each student and his/her site supervisor. The purpose of the visitation is to evaluate the progress of the internship experience to date, to confirm topics for the final paper, review progress toward other University requirements, and to advocate for changes in the overall experience if such changes are warranted.

**The RMP Department will decide what mechanism will be used for your midterm visit.** If a physical visit is deemed not possible, a phone or Skype interview will replace the visit.

You will receive an initial email or text no later than the third week of the internship. Your Faculty Supervisor will check-in with you during this call and schedule a phone or site visitation. You should check with your site supervisor to make sure the date and time identified are acceptable for the phone or site visitation. You are then responsible for confirming the visitation with your Faculty Supervisor.

The Faculty Supervisors will make every effort to complete phone, Zoom, and site visitations no later than the 8th week of the internship. It would be most beneficial if the Faculty Supervisor has received your mid-term evaluation prior to the scheduled visitation. Additional follow up phone calls will occur if needs are identified as a result of discussions during the visitations. A written summary of each phone and site visitation will be placed in your internship file.

The process of each visitation will have some flexibility to best meet the student and supervisor's needs. However, the general structure and content of the phone and site visitations will include the following:

### **Discussion with the student**

- general responsibilities
- progress toward objectives
- confirmation of special project
- review of portfolio progress
- mid-term evaluation
- supervision
- internship related issues

### **Discussion with the site supervisor**

- performance to date with responsibilities
- progress toward objectives
- progress towards mastering APIE process
- progress toward special project
- internship related issues

### **Summary and wrap-up with both the student and site supervisor**

- summary of experience to date and direction for remainder of internship
- problem solving of internship related issues
- student preparation
- identify need(s) for follow up with Internship Coordinator and establish time frames as necessary

It is imperative that you and your site supervisor are available and ideally distraction free during the visitation. You are responsible for notifying your faculty supervisor for any schedule changes.

**APPENDIX L**  
**THERAPEUTIC RECREATION OPTION**  
**MID-TERM & FINAL EVALUATIONS**

The Department requests a formative (mid-term) & summative (final) assessment of the student intern's performance so that we can more effectively provide guidance or encouragement during the internship experience. The same response categories are used on the Mid-term and Final Evaluation forms. A comparison of the mid-term and final assessments will reflect the student's improvement or growth as applicable.

**DIRECTIONS:**

Your on-site supervisor will be sent a link to the electronic versions of the TR mid-term and final evaluations. This link will be sent from the RMP Department. It is **your responsibility** to make sure that your on-site supervisor completes each evaluation by the **due date, prints out** a copy of each evaluation, and **reviews** each evaluation with you. Once you have reviewed the evaluation, **you must sign and date it** and then **upload it in its entirety** to the Canvas page under the Midterm Module or Final Portfolio Module.

**DUE DATES:**

- Signed Mid-term Evaluation must be uploaded to Canvas page by end of week 7 or 8 of internship, depending on the length of your internship
- Signed Final Evaluation must be uploaded to Canvas page by end of internship (week 14, 15, or 16 depending on length of your internship)

**RATING SCALE**

Your on-site supervisor will use the following benchmarks to evaluate your performance across the criteria listed on the next three pages.

<b>NO COMPETENCE:</b>	Performance generally fails to meet most expectations of the norm for entry-level practice. Close supervision or revision of work is necessary to meet expectations
<b>LITTLE COMPETENCE:</b>	Performance meets most but not all expectations of the norm for entry-level practice. Significant improvement needed.
<b>AVERAGE COMPETENCE:</b>	Performance routinely meets expectations and is at a level consistent with the norm for entry-level practice
<b>HIGH COMPETENCE:</b>	Performance routinely meets, and in many instances, exceeds the norm for entry-level practice.
<b>VERY HIGH COMPETENCE:</b>	Performance is well above expectations and consistently exceeds the qualitative and quantitative norm for entry-level practice.
<b>NA:</b>	Not applicable

**APPENDIX L (continued)**  
**THERAPEUTIC RECREATION OPTION**  
**MID-TERM & FINAL EVALUATIONS**  
**CRITERIA**

**Foundations of Professional Practice:**

- Communicates the purpose, techniques, & effectiveness of RT to colleagues, consumers, & public
- Analyzes, evaluates, & applies models of practice in various settings
- Uses standards of practice & ethical codes in directing interactions with clients & colleagues & in design/implementation of RT
- Complies with professional credentialing standards
- Complies with agency clinical privileging and/or competency requirements
- Evaluates personal practice skills; seeks resources to continually improve; incorporates enhanced knowledge & skill into daily practice

**Client Assessment:**

- Determines the need for further assessment
- Determines & documents the appropriateness of a referral for RT (1.8.61)
- Involves clients, families, & their significant others in the assessment process
- Gathers and uses relevant information from records, charts, family, significant others, & team (1.2.15)
- Conducts a systematic review
- Selects the appropriate assessment instrument(s) for a selected client
- Integrates knowledge of client recreation & leisure behaviors with other assessment & diagnostic information (1.8.62; 1.8.63)
- Analyzes, interprets, & incorporates assessment data & evidenced-based practice into client database in order to develop functional outcome goals for the individualized treatment plan
- Documents assessment findings & reviews implications for treatment with client, family, significant others, & team members
- Assesses the need for assistive technologies & devices to maximize functional abilities & independence in life activities
- Conducts functional performance testing (1.2.13)
- Utilizes of rapid assessment instruments (RAI's) as applicable (1.2.14)

**Planning Treatment and Programs**

- Involves client, family, & significant others, as appropriate, in the design of treatment plan
- Systematically applies assessment, quality improvement & evidenced-based practice data in designing treatment plan
- Writes functional outcome goals & other forms of documentation related to treatment/program plan
- Selects appropriate treatment interventions/programs including such factors as type, frequency, duration, & intensity to achieve goals & outcomes
- Communicates & documents the treatment plan to client, family, significant others, & treatment team
- Applies accreditation, regulatory, & RT standards of practice in the development, implementation, & evaluation of treatment plans/programs

**APPENDIX L (continued)**  
**THERAPEUTIC RECREATION OPTION**  
**MID-TERM & FINAL EVALUATIONS**  
**CRITERIA**

**Planning Treatment and Programs** (continued)

- Develops & uses interdisciplinary collaboration in the design & implementation of treatment/program plans
- Selects evidenced-based treatment interventions according to diagnosis, age, cultural, socioeconomic factors, & client preferences to treat problems & limitations associated with specific medical, psychiatric, or other disabling conditions
- Designs & plans evidenced-based treatment interventions/programs, protocols, guidelines & pathways, including such factors as contraindications, precautions, accommodations & adaptations, to improve physical, cognitive, social, or emotional functioning of clients
- Uses reference materials/guides to obtain current information re: pharmacological implications for RT assessment & treatment (1.8.50)

**Implementing Treatment and Programs**

- Develops, selects & implements treatment interventions appropriate to goals & objectives & consistent with evidenced-based practice & client preferences to achieve optimal functional outcomes for clients
- Involves client, family, significant others in implementing treatment intervention
- Applies knowledge of the effects of pharmacological agents upon the health & behavior of clients when implementing treatment (1.8.23)
- Uses a variety of assistive techniques, devices, & equipment to meet client needs
- Modifies/discontinues treatment intervention in adapting to changing conditions in the client, pharmacological plan or treatment environment (1.8.49)
- Applies behavioral management strategies & helping techniques to protect health & safety of clients (1.8.43)
- Documents client's response to interventions
- Facilitates client awareness & self-responsibility (1.8.39)
- Assists client in processing & applying knowledge/skills learned to meet individual needs (1.8.24)
- Establishes, maintains, & terminates therapeutic relationships (1.8.38)
- Leads/co-leads therapeutic groups
- Advocates for inclusive recreation opportunities for client (1.8.64; 1.8.65)

**Evaluating Treatment and Programs**

- Evaluates RT program for effectiveness & efficiency
- Interprets data, modifies treatment interventions/programs & formulates recommendations for continued client treatment or aftercare
- Uses treatment/program evaluation data to develop or refine protocols, guidelines & pathways to achieve effective client outcomes on a predictable & consistent basis
- Involves client, family, & significant others in the reassessment of functioning & progress related to the treatment/program plan and plans for discharge & aftercare

**APPENDIX L (continued)**  
**THERAPEUTIC RECREATION OPTION**  
**MID-TERM & FINAL EVALUATIONS**  
**CRITERIA**

**Managing RT Practice**

- Uses computers/systems for managing information & data (1.7.11)
- Practices & employs safety, emergency, infection control & risk management procedures/practices (1.7.13; 1.8.42)
- Scheduling, time management, & prioritization of tasks & decisions (1.7.14)
- Manages productivity & labor resources (1.7.15)
- Provides clinical supervision & education to staff, students, or volunteers (1.7.16)
- Manages RT practice within legal & ethical requirements of health care, the agency, and the profession
- Collaborates with administrators & allied health disciplines regarding the delivery & management of RT services provided to clients (1.8.57)

**Behavioral Expectations:**

- JUDGMENT: weighs alternative actions & makes decisions that reflect facts of situation; decisions are based on logical assumptions
- ADAPTABILITY: remains effective while dealing with different people, situations, tasks & responsibilities
- ATTENTION TO DETAIL: is thorough in accomplishing tasks & demonstrates appropriate concern for all details, no matter how small
- INITIATIVE: actively attempts to influence events to achieve goals; originates action instead of passively waiting for others to initiate
- TEAMWORK: actively participates in and enhances team effectiveness; demonstrates concern & consideration for needs & feelings of team members
- PROFESSIONAL & TECHNOLOGICAL KNOWLEDGE: demonstrates knowledge of technical & professional information & trends in RT practice

**Special Project:**

Mid-term Evaluation:

- What accomplishments have been made on the project?
- What needs to be done to complete the project?
- What is the quality of the work thus far on the project?

Final Evaluation:

- What outcomes were achieved with the project?
- How did the project benefit your agency?
- Please assess the quality of the work on the project.

**Additional Questions:**

- Intern's Primary Areas of Strength:
- Recommendations for Further Growth and Development:
- How would you rate the preparedness of this student intern to complete an internship at your agency (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)?
- How would you rate your satisfaction with this intern (very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, very satisfied)?

**APPENDIX M**  
**FINAL REVIEW OF EXPERIENCE**  
**Department of Recreation Management and Policy**  
**University of New Hampshire**

Each student will prepare a Final Review of the Internship Experience Paper. Please upload the Final Review of Experience to the Final Review of Experience Assignment on Canvas and also include a hard copy in your Internship Portfolio. The paper must be typed, well written, and concise. This is the place for you to be reflective and evaluate your internship experience. Your final review should contain the following two components.

***Part 1 Evaluation of Internship Objectives***

Evaluate the degree to which you met each objective identified in the Initial Analysis Report. Discuss the primary reason for success or failure in meeting objectives. Refer to the criteria you identified within your objectives.

***Part 2 Internship Experience***

Evaluate your overall Internship experience. What were its major strengths? Weaknesses? What would you do differently, if given the chance to start over? Would your objectives be the same?

Do you see yourself as an entry-level professional in this sector of therapeutic recreation? Why or why not?

As a final note, keep in mind that this report is one of the last opportunities to provide us with information that may be helpful in evaluating your Internship experience. Thus, please include anything else that you feel may be relevant.

**APPENDIX N**  
**INTERNSHIP SITE EVALUATION**

**Department of Recreation Management and Policy**  
**University of New Hampshire**

Prior to the conclusion of your internship, you will receive an email to a Qualtrics survey containing your site evaluation. These evaluations are a tool for future students to use in their search for their ideal internship placement. Please be honest in your review of your agency as this information is used by the department (both faculty and students) to examine sites for future RMP student placement.

Questions about this process can be directed to your Faculty Supervisor or the Internship Coordinator.

## APPENDIX O FINAL PORTFOLIO OUTLINE

The following outline should be followed as you prepare your Internship Portfolio.

### COVER PAGE (include the following):

- Your name and date
- Name of internship agency
- Address and phone # of agency
- Name and title of supervisor

### PART 1: DESCRIPTION OF AGENCY

- A. **History of Agency:** The history should include how and when the agency began, major events or trends throughout its history, and its current status. You may be able to pull this from your initial analysis report.
- B. **Mission and Purpose:** Overall mission of agency and/or mission of specific department.
- C. **Administrative Organization:** Organizational chart (obtain agency's chart from your supervisor). Describe positions within your department.
- D. **Programs:** List, describe, and/or include brochures/calendars of major programs offered. Describe how the agency informs the public or specific groups about programs that are available. Obtain samples of program materials: press releases, mail-outs, newsletters, brochures, etc. Include photographs of programs that you attended, assisted with, or led yourself. Describe each photo with a caption.
- E. **Facilities:** Include a description of facilities. Are these facilities accessible to people with disabilities? If not, why? Include photos of facilities where appropriate.
- F. **Personnel:** Include official job descriptions for at least 2 positions within the department.
- G. **Finances:** Include a copy of the department's budget and explain sources of income (fees, charges, donations, grants, taxes); primary areas of expenditures (personnel, maintenance, supplies); describe the budget process that the department/agency uses.

### PART II: ANALYSIS OF THE AGENCY/DEPARTMENT

- A. **Areas of Improvement:** Indicate those areas that agency personnel consider to be problem areas (i.e., short length of stay, shrinking budgets)
- B. **Personal Critique:** Your perspective on what you learned about the agency/dept during the internship:
  - What occurred in staff meetings that you attended?
  - Do you feel the programs that you observed were handled effectively? Why, or why not? What would you do differently?
  - Do you feel the agency/dept materials were well written (i.e., newsletters, brochures, website)? Suggestions for improvements?
  - In your opinion, were the facilities designed well and maintained well? What do you think would improve the agency's/dept's existing facilities?

### PART III: RESOURCES

- A. **Proof of Professional and Personal Objectives:** Please add in here the measurable proof that you have (or haven't) met your personal and professional objectives you wrote originally in RMP 654 and reflected upon during several assignments throughout your internship.
- B. **Materials for the Future:** This section is for you. Put in here the resources you think you may want down the road. Orientation materials, samples of documentation, research you did, community agencies you collaborated with, business cards, projects you worked on during your time. Anything that you could see yourself wanting to use or look back on in the future will go in this last section. Seek guidance from your site supervisor if you are unsure if you can take a copy of certain documents.

**APPENDIX P**  
**FOR TR STUDENTS ONLY**

**CEU CREDIT FOR INTERNSHIP SITE SUPERVISOR**

NCTRC is now allowing internship site supervisors to earn CEUs for their time spent supervising TR student interns. Each internship supervisory experience is awarded five (5) CE credit hours, and a supervisor can earn those credits for up to two students supervised for each recertification cycle. Faculty Supervisors will provide this form to your site supervisor either electronically or during their visit.

Please direct your internship supervisor to the NCTRC website for this information. You can also find this information on the RMP 764 Canvas page as well.

It will require information and verification from both your academic supervisor and yourself before it can be filed with NCTRC, so be prepared to complete your part of the form prior to leaving your internship.

**APPENDIX Q**  
**FOR TR STUDENTS ONLY**

**ADDITIONAL EVALUATION SURVEYS**

In order to comply with the guidelines and standards for CARTE accreditation, we need to gather evaluation data specifically related to your internship experience AND your perceived level of competence for RT/TR practice.

Upon completion of your internship, you will be sent three additional surveys from the Qualtrics system. These surveys will be delivered to you through an email invitation and link to the survey. Please complete and submit the online surveys and the data will be aggregated in the Qualtrics survey system. You do **NOT** have to upload these surveys to the RMP 764 Canvas page.

**Surveys**

\*Hard copy versions of surveys follow this general description (you will receive these via email)

**TR Internship Site Evaluation**

- Purpose is to evaluate the internship agencies used in the UNH RT/TR internship program. This evaluation will assist us with our decisions to continue or discontinue using RT/TR internship sites for student education.

**TR Internship Site Supervisor Evaluation**

- Purpose is to evaluate the internship site supervisors used in the UNH RT/TR internship program. This evaluation is focused on your SITE supervisor and not your UNH TR faculty supervisor. This evaluation will help us recognize the strengths and weaknesses of each internship site supervisor for consideration in our decision to continue or discontinue using RT/TR internship sites for student education.

**RT Competency Assessment**

- Purpose is to allow TR students the opportunity to rate their perceived level of competence for RT/TR practice upon completion of the RMP, TR Option curriculum. You will not receive this survey at the conclusion of your internship IF you are returning to UNH to complete coursework before graduation.