

**Therapeutic Recreation
Internship Manual, Spring 2021**

University of
Lethbridge



Faculty of Health Sciences

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FACULTY OF HEALTH SCIENCES – THERAPEUTIC RECREATION**Congratulations from Mr. Devan McNeill, Program Coordinator of the Therapeutic Recreation program in the Faculty of Health Sciences – University of Lethbridge**

Congratulations on the final stage of your journey in the Therapeutic Recreation Program. My colleagues and I are delighted that you have selected this opportunity; as a result you are already on the right path to a rewarding career! This is a very important milestone of the program and of your learning experience.

We worked closely with the Alberta Therapeutic Recreation Association, employers, supervisors, and practitioners as we developed this internship experience. You will benefit from working with experienced supervisors, practitioners, allied health professionals, and researchers who will provide you with a first rate experience. Such a partnership model fosters a learning culture that supports continuing professional development and lifelong learning.

On behalf of all faculty and staff in the Faculty of Health Sciences, I extend best wishes to each of you as you embark upon your internship journey.

Best regards,

A handwritten signature in black ink, reading "D McNeill". The signature is written in a cursive, flowing style with a large initial "D" and a long, sweeping tail.

Devan McNeill, CTRS

Program Coordinator, Therapeutic Recreation

Faculty of Health Sciences, University of Lethbridge

UNIVERSITY OF LETHBRIDGE

The University of Lethbridge was established in 1967 becoming Alberta's third University. It is continually one of Canada's top-ranked universities and leading research institutions in which students get to work and learn alongside accomplished researchers in a highly supportive and multidisciplinary environment. With our small classes, and personal and welcoming atmosphere, our students are promoted and encouraged to continually create, inquire, and discover. Our teaching environment is one that encourages students to explore and discover what they are passionate about all while developing critical thinking and analytical skills no matter what direction they plan to take.

(University of Lethbridge, 2019)

OVERALL THERAPEUTIC RECREATION PROGRAM DESCRIPTION

Our Bachelor of Therapeutic Recreation is the first of its kind in Alberta and one of only nine degree programs leading to therapeutic recreation certification in Canada. The program is accredited through the Committee on Accreditation of Recreational Therapy Education (CARTE), and meets the requirements of the National Council for Therapeutic Recreation Certification (NCTRC). This ensures that graduates from this program are eligible to become Certified Therapeutic Recreation Specialists (CTRS).

- NCTRC: The non-profit organization, which was established in 1981, is the one and only internationally recognized credentialing organization for the profession of therapeutic recreation (NCTRC, 2018). It is dedicated to professional excellence by ensuring that recreation therapists meet their stringent requirements, and maintain continual growth in the profession. Only these qualified individuals may gain and maintain the Certified Therapeutic Recreation Specialist (CTRS) credential.
- CARTE: An approved accreditation program under the Commission on Accreditation of Allied Health Education Program (CAAHEP) and whose overall mission is to promote the highest levels of professional competence of recreation therapists.

Brief summary of what students learn prior to their internship:

- Foundations of Therapeutic Recreation: History, development, and benefits of the profession, as well as the different models of service.
- Program planning in Therapeutic Recreation: Development, application, and evaluation of therapeutic recreation programming.
- Recreation and leisure across the life course: Overview of the characteristics, evolution, and functions of leisure in Canada across the life course.
- Processes and techniques in Therapeutic Recreation: Theoretical and practical aspects of the procedures necessary for assessment, planning, implementation, management, and evaluation specific to therapeutic recreation services.
- Facilitation in Therapeutic Recreation: Various hands on and applicable facilitation techniques.
- Therapeutic Recreation for special populations: Introduction to the different characteristics and needs of individuals with varying abilities in regards to therapeutic recreation domains of service delivery.
- Issues and trends in Therapeutic Recreation: Contemporary issues within the profession.
- Research Design in Therapeutic Recreation: Understanding of research methodologies relevant to the profession, as well as an overview of current assessment and evaluation instruments.
- Administration in Therapeutic Recreation: Essential management and effective practices of the profession in various settings.

Support Courses

- Human Anatomy and Physiology: A study of the human body from investigation of anatomical systems, to physiological functioning and biomechanical processes of movement.
- Abnormal Psychology: Examination of behaviour disorders, theories of causation, descriptions of the disorders, and strategies of various therapies throughout the lifespan.
- Human Development Across the Lifespan: Examination of human growth and psychological development across the lifespan. Overview of the interplay of biological, sociological and psychological forces in human development.

Liberal Education List Requirement Courses

The University of Lethbridge is deeply rooted in a liberal education philosophy, so the Liberal Education Requirement has been incorporated into every degree and combined degree program.

The Liberal Education List Requirement ensures that throughout your degree you will acquire a breadth of knowledge, encompassing a variety of disciplines, perspectives and theories - a solid foundation for personal and professional development. Over the course of your program, each student must complete four courses from each of the following three lists (12 courses in total):

- List I - Fine Arts and Humanities
- List II - Social Science
- List III - Science

PURPOSE, STRUCTURE, AND EXPECTATIONS

Purpose – By the end of the placement, students will be able to develop and demonstrate classroom skills (program planning, ethics, professional behaviour) in a practical work environment. The students will develop clinical practice skills and abilities under the guidance of a Certified Therapeutic Recreation Specialist (CTRS). During the internship the students will be assessed on competencies related to Therapeutic Recreation (TR). This experience will lead to further understanding of critical issues related to practice and understanding of how TR fits into health and human services. By the end of the placement, students should transition to as close as possible to 100% of the supervisors work/caseload. Essentially, the student should be doing the complete work of their supervisor at the placement site. This course will meet all NCTRC requirements for a successful internship experience, leading to potential CTRS designation.

Structure – Under the supervision of a CTRS, the internship will be completed over 15 weeks and a minimum of 560 full-time hours. The internship may be in an area of practice that serves students' needs and can be established through partnership with the Therapeutic Recreation program and the Faculty of Health Sciences. The practicum will run from January 4th 2021 to April 16th 2021.

Expectations – The student must work a minimum of 20 hours per week and no more than 45 hours per week. In addition, the internship experience cannot be completed in less than 14 consecutive full weeks. The internship supervisor must be employed with a regular position at the sponsoring agency and work a minimum of 30 hours per week. At least 50% of the supervisor's duties must be in therapeutic recreation and they must be an active CTRS on the first day of your internship. The internship must be supervised by an academic supervisor and an agency supervisor both of whom need to be a CTRS. The internship agency supervisor must be certified for at least one year prior to supervising students. The internship experience must be based on the therapeutic recreation process as defined by the current NCTRC Job Analysis.

DEFINITIONS OF TERMS

Academic Supervisor – a CTRS employed by the University of Lethbridge to coordinate, advise, monitor, and evaluate the student in an internship for academic credit.

Site/Agency Supervisor – a CTRS who has been working in the field of Therapeutic Recreation. This person will direct, supervise, and evaluate the student in the completion of an internship in an agency to satisfy academic requirements and NCTRC Standards.

Practicum/Internship – an experiential process of translating knowledge into clinical skills and abilities in a safe, structured, and supervised setting. The internship must be completed at one agency for 15 consecutive weeks for a total of 560 hours. Completion of the internship results in 15.0 credit academic hours.

Student – is enrolled at the University of Lethbridge, pursuing a Bachelor of Therapeutic Recreation. The student is expected to be an active participant in the learning and supervisory process. The student is expected to be professional and be knowledgeable of the Alberta Therapeutic Recreation Association and the Canadian Therapeutic Recreation Associations Code of Ethics and Standards of Practice (<http://www.alberta-tr.org/about-atra/code-of-ethics.aspx>; <http://canadian-tr.org/resources/>).

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
TREC 4550 – Practicum in Therapeutic Recreation
Course Syllabus – Spring 2021**

TREC 4550X and 4550XB

INSTRUCTOR: Aimee Douziech, CTRS (#70214)
OFFICE: M3060
PHONE: 403-332-4576
E-MAIL: aimee.douziech@uleth.ca

TREC 4550XA

INSTRUCTOR: Zac Crouse, M.Ed., CTRS (#48794)
OFFICE: LaHave, Nova Scotia
PHONE: 902-220-0313
E-MAIL: Zac.Crouse@uleth.ca

COURSE DESCRIPTION:

This course will meet all NCTRC requirements for a successful internship experience, leading to potential CTRS designation. Under the supervision of a CTRS, the internship will be completed over 15 consecutive weeks and 560 full-time hours. The internship may be in any area of practice that serves students' needs and can be established through partnership with the Therapeutic Recreation program and the Faculty of Health Sciences.

COURSE FORMAT:

On-site practicum, off campus, 15 weeks (560 hours)

PREREQUISITES:

TREC 3000, TREC 3100, TREC 3200, TREC 3300, TREC 3400, TREC 3500, TREC 4000, TREC 4100, TREC 4200, plus all support and elective courses.

REQUIREMENTS:

Students are required to follow standards set out by the agency/site of the internship and the University of Lethbridge.

University of Lethbridge pre placement requirements:

1. Original Police Information Check (including Vulnerable Sector Search)
2. Completed Immunization History Form including students Immunization Records
3. Consent for Collecting and Disclosing Student Information and Acknowledgment of Procedures for Practicum Placement
4. The University of Lethbridge Informed Consent, Risk Acknowledgement & Indemnity Agreement
5. Completed Hazard Assessment and Control Form

Some agencies could have additional requirements such as:

6. AHS General Student Orientation and Security and Confidentiality Training (AHS sites only)
7. HSPnet Consent Form (if necessary)
8. CPR (if necessary)
9. ALFCA (if necessary)
10. Drivers License (if necessary)
11. Access to a vehicle (if necessary)

COURSE OBJECTIVES:

By the end of the placement, students will be able to develop and demonstrate classroom skills in a practical work environment. They will also meet the following competencies:

1. Skill in gathering and use of relevant information from records, charts, family, significant others, and other professionals.
2. Skill in establishing an effective therapeutic/helping relationship.
3. Skill in applying individual and group leadership/helping techniques.
4. Skill in assisting the patient/client to process the treatment intervention, thereby enhancing self-awareness and formulating conclusions relevant to treatment goals and objectives.
5. Skill in facilitating a variety of evidence-based treatment interventions or modalities, such as games, exercise, community reintegration, etc., to reach treatment outcomes.
6. Skill in applying ethical and conduct standards to practice.
7. Skill in assisting the patient/client in processing and applying knowledge and skills learned to meet individual needs.
8. Knowledge of word root, prefixes, and suffixes used in medical and psychiatric vocabulary.
9. Skill in use of standard charting signs, symbols and abbreviations.
10. The Recreational Therapy curriculum must include provision for clinical experiences, including clinical education/practicum and clinical internship/field placement, under the direct supervision of a qualified clinical supervisor (CTRS) in an appropriate setting.
11. Clinical education experiences must provide students with opportunities to practice and integrate the cognitive learning and associated psychomotor skills required of the profession, in accordance with professional standards of practice, to develop entry-level clinical proficiency and professional behavior as a Recreational Therapist as defined by professional guidelines for competencies necessary for safe and effective recreation therapy practice.
12. The clinical internship or field placement experience must meet the requirements of the international credentialing organization and laws and regulations for certification, registration or licensure. Competencies for practice as a recreation therapist must be a focus of development during the clinical internship or field placement experience.

REQUIRED TEXT:

TREC 4550 Internship Manual. Lethbridge, AB: University of Lethbridge.

COURSE ASSIGNMENTS AND EVALUATION:

| Assignment | Value | Dates to be completed |
|---|-------------------|--|
| SMART Goals: Develop five (5) SMART goals (3 professional and 2 personal) that are relevant to your placement and the population. Need to get approval from Agency and Academic Supervisors. | 5% of final mark | Goals due End of Week 2, Evaluation due End of Week 14 |
| Special Service Project: This project is to be decided upon in collaboration with the student's agency supervisor. The project should make a significant contribution to the department and should include a presentation to department, TR team, and staff. | 30% of final mark | Draft due End of Week 3 (5%), Update due End of Week 7 (5%), Final due End of Week 15 (20%) |

| | | |
|---|-------------------|---|
| Weekly Online Discussion: Students are required to complete a weekly submission that documents what they completed/learned, what competencies were covered, and how they felt about their experience. | 20% of final mark | 10 weekly entries One Entry per week due at the end of Weeks 3-12 worth 2% per week. |
| Midterm and Final Evaluation: This mark will be divided between the student's midterm grade and final evaluation by the agency supervisor. The student should be included in the process and a meeting should be scheduled at both dates to go over grades and comments. | 45% of final mark | Midterm (Week 8, 10%) Final (Week 15, 35%) |

The following is a breakdown of how the placement will be evaluated. Please remember that the course is a Pass/Fail in which you must obtain a GPA equal to or higher than 2.5.

Special Service Project

(Value 30%)

Due at the end of Week 3, 7, 15

During the practicum, students will take responsibility for a major project from inception to evaluation. The project should be something useful to the agency and it should provide you with a new learning experience. You can work with other staff and your site/agency supervisor in all phases of the project, but you should be the person primarily responsible for its implementation and evaluation. Although the planning and implementation of a special event or community outing is an acceptance task for an internship student, it is NOT considered to be an acceptable special service project idea. Special service project needs to connect with a sub-task of the Job Task Domains (Table 2) according to 2014 CTRS Job Analysis Report (NCTRC, 2017), <https://www.nctrc.org/wp-content/uploads/2019/05/JobAnalysisReport.pdf>

Some ideas for a special service project include:

- a Comprehensive Program Plan,
- multiple Specific Program Plans/Protocols,
- an in-depth Case Study of a client/patient,
- a Special Grant for the agency,
- Adoption of a new service delivery model,
- Research Project,
- Volunteer Manual and orientation training,
- Community Recourse Manual and SPP,
- Best Practice Article review and proposal for conference/symposium, etc.

The evaluation is broken down into different sections to keep you on track. A one page, double space **DRAFT** outline of the idea you and your site/agency supervisor have discussed about what the special service project could be. Include a plan of how you will reach the goal (1 mark), a rough schedule of when you will complete the special project (2 marks), and how this project can benefit the agency (2 marks). The **UPDATE** will be a one page, double space paper that shows the progress of the special project. Detail the progress (work that has been done so far, reflections, presentation ideas) you have made towards your goal (3 marks), progress with your schedule (1 mark), and any challenges you have encountered so far (1 mark). For the **FINAL** draft please submit any written materials or presentation slides. The presentation should be 20-30 minutes for the TR department, staff, and any other member of the agency that has interest in attending. Included in the evaluation is the presentation rubric (see page 32) for your site/agency supervisor to complete during your presentation and an evaluation form (see page 33) to be completed after your presentation.

- **Draft** due End of Week 3 (5%)
- **Update** due End of Week 7 (5%)
- **Final** draft due End of Week 15 (20%)

Goals/Discussion (Value 5%) Due at the end of Week 2 and Week 14

Fill out the attached SMART Goals document (page 28), sign it, have your site/agency supervisor sign it, and submit it to the academic supervisor by the end of Week 2. SMART stands for Specific, Measurable, Action-oriented, Realistic, and Time-based. Remember you are to create 3 professional goals and 2 personal goals. **Professional goals** are related to your work, duties, and role as a recreation therapy intern (review the NCTRC Job Task Analysis for ideas). **Personal goals** are related to you as you grow and develop as a person that will benefit you in your future career (e.g., assertiveness, communication, relationship building, etc.). You may create mid-term goals as well, it's up to you. You will only be marked on one set of goals, so indicate which set of goals you would like to be evaluated on. At the end of Week 14, complete the evaluation form with your agency/site supervisor (page 29-30).

Online Discussion (Value 20%) Due at the end of Week 3-12

At the end of Week's 3-12 (Sunday's at 11:59pm, MST) you will be required to respond to questions posted on Moodle by the academic supervisor. You will be asked to respond to this question and any question or discussion that arise from peers or the academic supervisor. Attached is a guide to self-reflection (see page 29) that would be useful for structuring your online submissions. Each week your submissions will be evaluated and given a mark of 0-2%. Please review guide (page 31) in order to receive 2% each week.

Mid-Term and Final Evaluation (Value 45%) Due at the end of Week 8 & 15

To assist in ensuring that by the end of the internship, the student is competent in NCTRC's various job tasks, formal evaluations are to occur midway through the internship (week 8) and again at the end (week 15). These evaluations are to be thoroughly discussed with the student and shared with the academic supervisor. By conducting formal evaluations the student, site/agency supervisor, and academic supervisor will be made aware of student strengths, as well as areas that require more support and guidance for improvement to occur.

Please note that as important as the formal evaluations are, it is also essential that ongoing informal evaluations/feedback are discussed with the student for continual growth and understanding on a day to day basis.

Please see the attached mid-term and final evaluation (page 37-43) form to be filled out by the site/agency supervisor and reviewed with the student afterwards. There is also a student mid-term self evaluation as well as a final self-evaluation that the student is to fill out regarding their experience and the agency (see page 34-35). The mid-term evaluation is to be submitted to your academic supervisor during week 8 and the final evaluation is to be submitted during week 15.

STUDENT RESPONSIBILITIES:

- Students are responsible to review the University of Lethbridge Therapeutic Recreation (TR) program Handbook found on the TR website <https://www.uleth.ca/healthsciences/tr>
- Students are responsible for the timely completion of all materials indicated in this course syllabus.
- Students must follow the academic regulations and policies laid out in The University of Lethbridge calendar. Students are responsible, in particular, for all sections in 4.c dealing with the Student Discipline Policy – Academic Offenses. https://www.uleth.ca/sites/ross/files/imported/academic-calendar/2020-21/cal_doc.pdf
- Please follow the specific agency policy guidelines for cell phone use.

LATE POLICY:

Late submission of assignments is strongly discouraged. If you need to submit an assignment late, you must contact the instructor via e-mail at least 48 hours before the assignment is due to negotiate an extension. We consider requesting an extension in advance as professional responsibility. However, requesting an extension does not mean the extension will be granted. Emergency extension requests will require acceptable documentation of the emergency situation (e.g., doctor's note, obituary, etc.) and may delay grade submission for the course.

The final mark on any assignment which is submitted late—including those for which an extension has been granted—will be reduced by 15% for greater than 15 minutes past the due date and time and 10% for every 24 hours past thereafter. For example, if the mark earned is 85%, and the assignment is submitted 40 hours after the due date, the final mark on the late assignment will be 60%. Because late assignments allow the author more time to develop the work, this policy has been created so as not to penalize those students who submit their work on time. Any assignment submitted greater than 96 hours will receive a zero grade for that assignment.

SICK TIME POLICY:

The internship experience should be continuous and uninterrupted. In the case where serious illness or personal emergency causes absence or the inability to work at least 20 hours per week, no more than 2 consecutive weeks of interrupted internship work will be accepted. Official documentation regarding extreme emergencies or severe illness, and internship log indicating evidence of completion of required 15 week, 560 hour requirement, must be submitted to NCTRC with the application. When an internship is interrupted due to one of these factors, the student should immediately contact NCTRC for Alternative Internship Guidelines, nctrc.org.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002 (updated June, 2018). This course is a Pass/Fail.

A+, A, or A- is earned by work which is technically superior and shows mastery of the subject matter with considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize, and evidence of extensive knowledge base. Grades in this range are normally achieved by a minority of students. An A+ represents original insight and/or goes beyond course expectations.

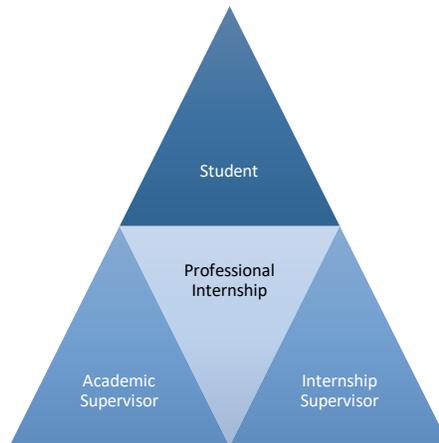
B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. Grades in this range are normally achieved by the largest number of students. A B+ represents a more complex understanding and/or application of the course material.

C+, C, or C- is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material; it also indicates the student has met the basic requirements for completion (i.e., all components of an assignment are completed satisfactorily).

D+ or D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

| Letter | GPA | Percent | Letter | GPA | Percent |
|--------|------|------------|--------|------|------------|
| A+ | 4.00 | 95 – 100 | C+ | 2.30 | 71 – 74.99 |
| A | 4.00 | 91 – 94.99 | C | 2.00 | 67 – 70.99 |
| A- | 3.70 | 87 – 90.99 | C- | 1.70 | 63 – 66.99 |
| B+ | 3.30 | 83 – 86.99 | D+ | 1.30 | 59 – 62.99 |
| B | 3.00 | 79 – 82.99 | D | 1.00 | 55 – 58.99 |
| B- | 2.70 | 75 – 78.99 | F | 0.00 | 0 – 54.99 |

Who's all involved in the internship/practicum experience?



The student's internship/practicum is supported by an interdependent relationship among the student, the academic supervisor, and the internship agency/site supervisor. Transparent open communication needs to take place between all involved. This is especially relevant if there are major changes taking place regarding the internship, uncertainties or questions about the internship process, or issues that are arising. By having open communication between student, internship supervisor, and academic instructor, additional insight/perspective can be provided, potentially negative situations can be mitigated before progressing further, and additional support/guidance with the internship process can be provided. In addition each party has defined responsibilities (see below), which work together to help ensure a successful internship/practicum experience.

STUDENT RESPONSIBILITIES

Before the Internship/Practicum (12 – 1 months prior)

- Reflect on what population, setting, agency, and geographic area you wish to complete the internship. Work with the academic supervisor and other resources to locate possible internship sites. Please fill out the form (page 22) and submit it to the academic supervisor or internship specialist no later than March 6th, 2020.
- Review and familiarize yourself with NCTRC Standards and the Student Internship Guide (nctrc.org).
- Prepare a current and up-to-date resume and cover letter with list of references.
- Thoroughly review the University of Lethbridge's Internship Manual.
- Start looking for CTRS supervisors in your preferred location and who works with your preferred population.
- Complete an application for internship to a specific agency. Prepare for your interview.
 - The agency will contact you for an interview.
 - Once interviewed you will be contacted by the agency if you are a successful candidate.
 - It is highly recommended that you provide the agency a response regarding your acceptance no later than 1 week after being contacted by them. Although you may have more than one potential option, it is important to be decisive and timely as this reflects on your professionalism and allows the agency time to plan accordingly.
- Confirm internship experience by completing Internship Agreement (see page 26-27).
- Review agency prerequisites for internships, which may include the following: CPR-HCP, Immunizations, Driver's License, Police Information Check, etc. and complete Informed Consent form (page 24).

- Inquire about the agency's dress code by contacting the site/agency supervisor in advance and be sure to inquire about the working schedule and any other questions you may have.
- Prepare a personal budget to make certain you have the finances to support participation in the internship for 15 weeks.
- Ensure you have adequate accommodations set up for you during your internship.

During the Internship/Practicum

- Each student is recommended to obtain a copy of the agency/site supervisor's active CTRS credential on the 1st day of the placement (NCTRC, 2019).
- Conform to policies, procedures and expectations of the internship agency. If there is a policy or procedure you have a particular concern about, speak to your site/agency supervisor and your academic supervisor. Complete the Confidentiality Agreement (see page 25).
- Attend placement as scheduled and inform the site/agency supervisor and academic supervisor in advance of any anticipated absence. Remember missed days could result in missed hours that have to be made up. You must be present for at least 20 hours in any week of the internship. In an emergency (death in the family, injury, etc.) the student must provide proper documentation to academic supervisor. If the emergency absence is longer than a 2 week period during the internship, the student must repeat the internship.
- Create a relationship with your site/agency supervisor as soon as your internship begins. Establish and maintain good communication with your site supervisor. Let them know how you would like to receive feedback and assure them that you appreciate it. Discuss concerns with staff quickly when problems arise.
- Record time spent at the agency daily and ensure that the time log is regularly signed by the site/agency supervisor on a weekly basis (page 36).
- Present yourself as a professional at all times in dress, work quality, and attitude.
- Demonstrate interest in clients/patients, their families, staff, program ideas and school events and procedures.
- Ask questions at an appropriate time and in an appropriate place. Try to organize a consistent time and place to discuss the days/weeks events with your site/agency supervisor.
- Complete all assignments, weekly log sheets, journal entries, and documents/assignments as required by the Therapeutic Recreation program.
- Discuss activity plans with the site/agency supervisor both prior to and following the activity.
- Initiate the evaluation process by giving your site/agency supervisor the evaluation and asking when would be a good time to sit down and review it together.
- Near the end of the placement, remind the site/agency supervisor of when your last day is scheduled.
- Thank your site/agency supervisor and all staff that you have worked with.
- Keep in touch with your site/agency supervisor following the internship in a friendly and professional manner.

SITE/AGENCY SUPERVISOR RESPONSIBILITIES

Before the Internship/Practicum

- Reflect on the process of taking a student. Make sure you have the time and ability to provide competent and ethical clinical supervision and mentoring of the student.
- Enter into an affiliation agreement with the academic institute if one does not exist.
- Discuss student selection criteria, agency expectations, policies and procedures, internship termination procedures, and goals prior to reviewing student's applications.
- Review resumes and cover letters of students applying for internship under your supervision and guidance.
- Prepare to interview student(s) for the internship opportunity at your agency.
- Start to develop a structured, sequential learning experience (see example timeline on page 17-18)

During the Internship/Practicum

- Show the student around the agency, introduce her/him to the patients/clients and other staff and discuss your program philosophy, schedules, policies and procedures, as well as the expectations you have for the student.
- Prepare the students to have agency specific identification badges and keys if applicable.
- Model professional standards of TR scope of practice in accordance with your provincial association and/or CTRA.
- Discuss your approaches with clients/patients and provide opportunities for the student to try out approaches with you close by.
- Review the Internship Manual thoroughly. Ask questions to students or academic supervisor if needed.
- Review learning objectives and make sure objectives are met.
- Show an interest in the student's experiences and questions. Provide regular, honest feedback; this is essential in the learning process.
- Take time to preview student's activity plans prior to implementation and provide feedback.
- Assist the student in networking within the agency and in the community if applicable.
- Take part in the evaluation process by completing the evaluation forms and discussing the results with the student. Regular communication will eliminate any surprises at evaluation time.
- Support the student's learning by recognizing that learning comes in all forms and there is often more learning from mistakes than successes. Allow her/him to try out new ideas, within reason, and encourage problem solving.
- Consult with the academic supervisor regarding the student's performance.
- Complete all paperwork in a timely manner and submit all forms to the academic supervisor.
- After the internship, recover agency property (keys, ID, etc.), provide letter of reference if requested by student, and maintain file of student in order to claim CEU credit for supervision.

Important note in regard to students working with clients not part of supervisors designated caseload of clients:

- The student is to work closely with their supervisor and be provided supervision/guidance in working with their designated caseload of clients throughout the internship. If you as their supervisor feel that there is

a potential benefit for the student in working with clients (providing direct client care) who are not part of your direct client caseload, then this needs to be discussed with the student and the academic instructor. This may be relevant later on in the 4-month internship (not early in the internship/not prior to the mid-term evaluation). Basic guidelines regarding what needs to take place for this to occur include:

- The students' instructor is aware of the plan and consents to the plan
- The student is familiar with the location, risk factors, emergency plan and has the knowledge and skills to manage an unexpected situation
- The student is aware of and trained properly to any departmental working alone standards and has completed hazard identification, assessment & control (HIAC) process
- The student is able to reach the supervising therapist at any time if needed.
- The risk assessment by the supervising recreation therapist determines the situation as low risk patient, low complexity offsite intervention and high student skill/confidence

- Students can observe/shadow other disciplines and other recreation team members within the agency. Since they are not providing direct client care, this is welcomed to take place early on in the internship and does not need to be discussed with the instructor unless there are concerns or questions regarding this.

ACADEMIC SUPERVISOR RESPONSIBILITIES

- Prepare students for the internship experience by arranging and organizing resources, information, and guidelines for the experience.
- Assist students in the selection of appropriate agency sites that meet the requirements of the program and NCTRC Standards.
- Consult with the site/agency supervisor about the process, provide them with the internship manual, and complete an affiliation agreement.
- Assign academic work to be carried out in the internship that will support the student's development.
- Conduct a fieldwork site visit (or a thorough phone discussion if a site visit is geographically impossible): This is meant as an opportunity to discuss concerns, observe and evaluate the internship progress, and ensure that the student is on track.
- Internship termination: This is a last resort as there are several early intervention strategies to help prevent this. If there is difficulty with a students performance, the academic supervisor will conduct the following:
 - Document noted concerns/difficulties
 - Communicate the concerns to the student (and collaborate possible strategies and goals for improvement). Involve and communicate the concerns with the internship supervisor if necessary.
 - Set a time and date to re-assess the students progress
- Communicate to both the student and the site/agency supervisor insights into how the student is performing.
- Be available to the site/agency supervisor if student concerns arise.
- Collect evaluations, grade assignments, and maintain a record of student's internship.
- Submit a final internship (Pass/No Pass), which takes into consideration the site/agency supervisors evaluation of the student, the academic supervisors own assessment and student's completed work.

SUGGESTED INTERNSHIP TIMELINE

| | Tasks | Completed Date |
|--------------------------|---|---|
| WEEK 1 – 2 | Orientation to Facility / Department Services delivered Communication Professionalism Writing goals & objectives Time management Risk Management Infection Control | |
| | Review Policies and Procedures Manual, as well as important legislative acts (such as FOIP, Mental Health Act, etc.) | |
| | Discuss & review student's goals | |
| | Discuss the evaluation forms with your supervisor | |
| | Complete the following forms: <ul style="list-style-type: none"> • Confidentiality Agreement and Crisis Support Plan • SMART Goals | Due: After 2 days Due: End of week 2 |
| | Introduction to Other Disciplines / co-workers | |
| | Review University Assignments / Tasks | |
| | Brainstorm Special Service Project Ideas | |
| | Observe an intervention (group or 1:1) | |
| | Observe an Assessment | |
| WEEK 3 – 4 | Define Project & Outline special project | Due: End of Week 3 (5%) |
| | Complete Initial Assessment | |
| | Caseload Minimum of 1 person/client/patient | |
| | Co-facilitate an intervention | |
| | Begin the Self-Reflection online discussion on Moodle | Due: End of Weeks 3-12 (20%) |
| WEEK 5 – 6 | Continue work on Special Service Project | |
| | Midterm Evaluation given to Agency Supervisor to review prior to completion | |
| | Complete Progress Notes | |
| | Complete Discharge Summary | |
| | Target: 25% of supervisor's caseload | |
| | Facilitate an intervention on your own | |
| WEEK 7, 8, 9 | Complete minimum 3 Assessments | |
| | Target: 50% of supervisor's caseload | |
| | Continue to complete more Assessments | |
| | Complete evaluations on activities/interventions/programs | |
| | Midterm Evaluation | Due: End of Week 8 (10%) |
| WEEK 10,11,12 | Complete Update on Special Service Project | Due: End of Week 7 (5%) |
| | Continue to contribute to the online Self-Reflection discussions | |
| | Target: 75% of supervisor's caseload | |
| | Continue to complete more Assessments | |
| WEEK 10,11,12 | Continue to complete evaluations on activities/interventions/programs | |
| | Complete the final Self-Reflection online discussion on Moodle | Last one End of Week 12 |

| | | |
|-------------------------|---|---------------------------|
| WEEK 13 – 14 | Special Service Project Presentation to Departmental Staff and Agency Supervisor | |
| | Final Evaluation given to Agency Supervisor to look over and set a date for a review | |
| | Submit SMART Goals evaluation | Due: End of week 14(5%) |
| | Target: 100% of supervisor's caseload | |
| WEEK 15 | Special Service Project Final <ul style="list-style-type: none"> • Presentation Assessment • Evaluation Form | Due: End of Week 15 (20%) |
| | Student Self-Evaluation Form | Due: End of Week 15 |
| | Documentation of Internship Form | Due: End of Week 15 |
| | Exit Interview / Final Evaluation | Due: End of Week 15 (35%) |
| | End professional relationships with clients and staff members. Thank people and stay in contact with your supervisor. | |

*As the student takes over supervisors caseload of clients, student supervision and guidance is still necessary

HELPFUL TIPS **Making the most of your internship experience**

Take the time for self-awareness:

- Reflect on ethical considerations, personal values, beliefs, and biases
- Define your strengths and areas to grow on
- Become aware of your own signs of personal stress and burnout and ways to overcome them

Take the time to really know and understand your agency/field site:

- Know the mission and vision of the organization
- Get to know the different programs, services, and resources of the site
- Understand your role within the field site
- Get to know the community in which the site serves

Self-care

- Be conscious of personal signs and symptoms of undue stress and burnout and know when and how to discuss this with others if you need to
- Develop effective coping strategies to relieve stress and maintain lifestyle balance (work, social, and home life)
- Take the time for self-reflection

Feeling empowered

- Take the time to be critical about your personal perspectives and opinions
- Trust yourself and your instincts
- Take the time to create your own individual identity as an educated and trained professional

Other Tips:

- Accept learning as a lifelong process
- Continuously accept new challenges and experiences
- Accept both positive and constructive feedback as an opportunity for growth

Appendices

FREQUENTLY ASKED QUESTIONS

Q: When is a student eligible for the internship course?

A: An acceptable internship must be completed after all required therapeutic recreation, support, and elective coursework is completed.

Q: How long is the internship?

A: The internship experience will take place over a 15-week period. The total minimum number of required hours is 560.

Q: How do students select their internship sites?

A: With the assistance of the academic supervisor, students will select potential internship sites and may or may not be asked to make initial contact with the agency. Once an internship agreement is complete, the student submits the agreement form to the academic supervisor for final approval.

Q: When may students look for internship sites?

A: Students are encouraged to begin researching possible internship sites once they have completed 10 courses or 30 credits.

Q: Who qualifies as a site/agency supervisor?

A: According to NCTRC, an acceptable internship must have one (1) identified primary supervisor. The primary supervisor is responsible for working with the student on a consistent basis, coordinates all other secondary supervision and completes all evaluation materials and weekly reports pertaining to the internship experience. Individuals must have had their CTRS credential for one year minimum to supervise. You can go to www.NCTRC.org and place the supervisor's last name there and see if they have had their credential for 1 year.

Q: Can students get paid for their internship?

A: Typically the internship is unpaid. The agency is not required to arrange living quarters for students or defray student living expenses while they are engaged in the internship; however, there are some that may partially cover expenses or allow for a stipend to be given to the student. Students are also responsible for parking, transportation, insurance, and other costs associated with the role.

Q: How will students be evaluated and graded?

A: Students will receive a pass/fail upon completion of their internship experience. The grade will be based on the agency supervisor's evaluation and satisfactory completion of assignments. Students are required to achieve a minimum final GPA greater than 2.5 in order to attain credit for TREC 4550.

Q: Can students complete an international internship?

A: Students must have a minimum cumulative GPA of 3.0 and submit a Letter of Intent written by the student about why they are interested in this experience, 3 Letters of References (supervisors, employers, faculty, clergy, etc.), and an interview with Faculty and Internship Coordinator.

Code of Ethics – Alberta Therapeutic Recreation Association, (2018)

The Recreation Therapist:

- is obligated to be competent in the service of defined Standards of Practice for Therapeutic Recreation.
- is committed to the continuous task of learning and self-improvement, to increase individual effectiveness as a professional.
- encourages the trust and confidence of the client and others through professional conduct and appearance.
- encourages and participates in projects or research aimed at upgrading professional services, and communicates the results of these efforts.
- acknowledges inherent human rights guaranteed by law and treats each client with dignity and respect.
- recognizes the client has the right to accept or refuse any therapeutic recreation service recommended to him/her.
- responds to requests for information and education. Requests are referred to appropriate sources when information is beyond the resources of the therapist or agency.
- will conduct all programs with due regard to the safety of the client, other clients, colleagues, and himself/herself.
- is obligated to preserve and protect the confidentiality of any information, either medical or personal, acquired through professional contact with the client, except where disclosure of such information is necessary to the service or treatment of the client, or is a legal requirement of the courts.
- functions as a cooperative member of a treatment team for the delivery of effective health care.
- serves as an advocate for Therapeutic Recreation by promoting the purpose, values, and ethics of the profession.

PRE-INTERNSHIP PLACEMENT SURVEY

Take a few moments to consider some options and ideas when thinking about what you want from your internship experience. Here is a list of prompts to assist you and the academic supervisor understand what expectations you want out of your internship. Please fill this form out and submit it by March 6th 2020.

Make sure to take the time to consider and reflect on what your personal/profession goal is regarding this internship experience.

Email completed form to: marina.christman@uleth.ca

Students full name: _____

1. Areas of Interests/Populations:

2. Possible Agencies/Settings:

3. Preferred Geographical Location:

4. Special Considerations:

2014 NCTRC Job Analysis – Knowledge Areas (NCTRC, 2017)

Table 3
Professional Knowledge Domains

| No. Professional Knowledge Domains | No. Professional Knowledge Domains |
|---|--|
| <p>Foundational Knowledge</p> <ol style="list-style-type: none"> 1. Human developmental stages 2. Human behavior/principles of behavioral change 3. Concepts/models of health/human services 4. Principles of group dynamics/leadership 5. Legislative/regulatory guidelines/standards 6. Contributions of play/recreation/leisure 7. Models of TR/RT service delivery 8. Practice settings 9. Standards of practice 10. Code of ethics 11. Professional qualifications 12. Cultural competency 13. Cognitive/developmental disorders, related impairments 14. Physical/medical disorders, related impairments 15. Psychiatric disorders, related impairments <p>Assessment Process</p> <ol style="list-style-type: none"> 16. Current TR/RT assessment instruments 17. Interprofessional inventories/questionnaire 18. Secondary sources of assessment data 19. Criteria for selection and/or development of assessment 20. Implementation of assessment 21. Sensory assessment 22. Cognitive assessment 23. Social assessment 24. Physical assessment 25. Affective assessment 26. Leisure assessment 27. Functional skills assessment | <p>Documentation</p> <ol style="list-style-type: none"> 28. Interpretation/documentation of assessment results 29. Individualized intervention plan 30. Writing measurable goals/behavioral objectives 31. Progress/functional status 32. Modification of intervention plan 33. Discharge/transition plan 34. Required facility documentation <p>Implementation</p> <ol style="list-style-type: none"> 35. Selection of programs 36. Purpose/techniques of activity/task analysis 37. Activity modifications 38. Modalities and/or interventions 39. Facilitation approaches 40. Intervention techniques 41. Risk management/safety concerns 42. Role/function of other health/human service professions <p>Administration of TR/RT Service</p> <ol style="list-style-type: none"> 43. TR/RT service plan of operation 44. Procedures for program evaluation/accountability 45. Quality improvement guidelines/techniques 46. Personnel/intern/volunteer management 47. Payment system 48. Facility/equipment management 49. Budgeting/fiscal management <p>Advancement of the Profession</p> <ol style="list-style-type: none"> 50. Professionalism 51. Credential maintenance/professional competencies 52. Advocacy for person(s) served 53. Legislation/regulations 54. Public relations/promotion/marketing 55. Professional associations/organizations 56. Research activities 57. Higher education/service provider collaboration |

INFORMED CONSENT

Due 45 days prior to the start of the Internship/Practicum

I _____ (name of student) have been informed that I need to contact my facility to find out what other Internship prerequisites (immunization, training, etc.) need to occur prior to starting my Internship. All paperwork will be forwarded or brought to the academic supervisor first, and if required to the agency by the start date.

Signature of Student

Date

Witness

Name of Agency/Site Facility: _____

STUDENT, AGENCY, AND UNIVERSITY INTERNSHIP AGREEMENT

Policies and Guidelines

Supervision

Supervisors initials _____

1. The student's immediate on-site agency supervisor is in a regular position, employed in Therapeutic Recreation/Recreation Therapy by the agency and is currently certified by NCTRC at the Therapeutic Recreation Specialist Professional Level.
2. The student's agency supervisor is their immediate supervisor during the internship experience. Current certification indicates that the supervisor is "actively" certified from the date the student begins the internship experience through the date of completion.
3. Daily contact between the agency/site supervisor and the student is highly desirable. In addition, the agency/site supervisor and student agree to meet regularly to discuss student goals and objectives, performance and training and provide on-going mentorship.

Student

Students initials _____

1. Student will register for TREC 4550 (X or XA) – Practicum in Therapeutic Recreation.
2. The student will abide by the policies and procedures of the agency, including those dealing with patient confidentiality. Students will prepare and send to their academic supervisor all written requirements as outlined in the course outline.
3. The student is responsible for keeping informed and for following through on details relating to the fulfillment of any requirements expected of him/her regarding graduation.

Additional Concerns

1. A midterm and a final evaluation report form will be provided by the student at the beginning of the term with the identified deadlines. The agency/site supervisor will discuss the results of the evaluations with the student, have the student sign the forms and the agency supervisor will return the evaluation form within the designated time period to the academic supervisor.

Liability

1. While enrolled in the internship component of their University program, students are covered under Workers' Compensation Board of Alberta. Students will be covered under the extension of the student coverage for students attending the University of Lethbridge as defined in the Post-secondary Learning Act (under (Section 7(1) (c) of the Alberta Workers' Compensation Regulations).
2. Students are responsible for their own automobile and property insurance.
3. Students are also covered by the University of Lethbridge's liability insurance policy and errors and omissions policy.

| Student | |
|--|---|
| Student Name | |
| Student # | |
| Phone number where you can be reached during your internship | |
| Emergency Contact Person (name, relationship and phone number) | |
| Site/Agency Supervisor | |
| Supervisor Name | |
| Job Title | |
| NCTRC Certification Number and expiration date | |
| I have been certified for over a year | YES ___ I have been certified for over a year. NO ___ I have not been certified for over a year (thus not able to give supervision for the student). |
| Organization Name | |
| Organization Address | |
| Work Phone Number | |
| Work Fax Number | |
| Email Address | |

Any deviation from this agreement must be discussed and approved by the student, the agency supervisor and the academic supervisor of the internship prior to the completion of this agreement.

January 4th 2021

April 16th 2021

Internship Start Date

Internship End Date

Student's Signature

Date

Agency/Site Supervisor's Signature

Date

Academic Supervisor's Signature

Date

SMART GOALS

Prepare a minimum of five (5) SMART goals to achieve during your internship experience. Review the five goals with your site/agency supervisor before submitting them. **Due at the end of Week 2.**

Specific – What are the specific things you want to learn or improve at? When? Where? What?

Measurable – Statements need to be specific enough to measure effectively. Consider how you will enable the outcome when preparing the goals.

Action oriented – What's your plan to make the goal a reality?

Realistic – Realistic objectives are those that are within your potential knowledge, skills/ability, & needs.

Time bound – There must be an end date to your goals.

Professional Smart Goal (needs to directly relate to TR service). Example:

By the end of Week 6, I will have completed 3 TR assessments on 3 different clients/patients with minimal assistance from my site/agency supervisor.

Personal SMART Goal (Directly or indirectly relates to TR). Example:

By the end of Week 8, I will have developed my organizational skills by spending 30 minutes at the end of each day to update my agenda and organize my daily priorities and to do lists.

1. Professional SMART Goal:

2. Professional SMART Goal:

3. Professional SMART Goal:

1. Personal SMART Goal:

2. Personal SMART Goal:

Student's Signature

Date

Site/Agency Supervisor's Signature

Date

EVALUATION OF PROFESSIONAL AND PERSONAL SMART GOALS

Student Name: _____

At the beginning of the internship, five (5) SMART goals were identified – some of these may have been related to specific project assignments, and others were related to personal learning goals to be achieved during your internship. This form is to be filled out by the student and the site/agency supervisor before the end of week 14. A meeting should be scheduled to review the results of **BOTH** evaluations and discuss any differences that may exist.

Please briefly state each of the basic goals, then assess your level of satisfaction in achieving each established professional and personal goals and objectives based on such factors as:

- Satisfactory progress toward achievement of goals (mid-term)
- Evidence of successful completion or achievement
- Changes made to original targets or projected outcomes
- Achieved targeted dates and outcomes
- Assessment of why targets were not met
- Plans developed for changing or overcoming obstacles to ensure targets were met

Evaluation of Goal Progress

Low Average High

Professional SMART Goal 1 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 2 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 3 1 2 3 4 5

Comments on progress: _____

Personal SMART Goal 1 1 2 3 4 5

Comments on progress: _____

Personal SMART Goal 2 1 2 3 4 5

Comments on progress: _____

Student Intern Signature

Date

Site/Agency Supervisor Signature

Date

GUIDE TO SELF-REFLECTION

Reflective practice is a valuable tool in your growth as a recreation therapist. During your learning experience, it is important to reflect about on the job experiences of your day or week. Writing allows you to think about what you did, how you performed, what you learned from the experience and what you would do in a similar situation.

You are asked to complete ten (10) self-reflections for weeks 3-12 [one reflection per week], and are due Sunday's at 11:59pm MST/MDT at the end of those weeks. You will be asked to respond to questions posted on Moodle at the beginning of the week and any question or discussion that arise from peers or the academic supervisor. Please respond to your peers questions. This will enhance the forums and provide a chance to stay connected to your peers. The questions will focus on the internship experience and your reflection on your own experiences. Each week your submissions will be evaluated and given a mark of 0-2%.

| Mark | Description | Indicators |
|------|---|---|
| 0 | Non reflective | The entry in the learning discussion/reflective portfolio is either irrelevant to the question or no entry is written for the question. |
| 1 | Minimal insight on thinking and acting | The entry states common sense thinking and acting which was derived from habitual or routine action. It is intuitive and pre-reflective. No further reasoning or explanation is given to the entry. |
| 2 | Thorough reflection and self-improvement | The entry demonstrates a more self-reflective grasp of the nature of the knowledge, how knowledge functions in action and how it can be applied to various practical applications. It could also show the transformation of the writer's thinking or beliefs. |

Adapted from: Van Mannen (1995); Susilowati et al. (2004)

PRESENTATION ASSESSMENT – Special Service Project

Student Name: _____ **Date:** _____

Evaluation: (Please circle the number of the response that best describes your assessment) [to be filled out by agency/site supervisor]

| | <i>Needs Improvement</i> | | | | <i>Excellent</i> |
|---|--------------------------|---|---|---|------------------|
| <u>INTRODUCTION</u> | | | | | |
| Introduced themselves and topic | 1 | 2 | 3 | 4 | 5 |
| Provided an appropriate overview/agenda | 1 | 2 | 3 | 4 | 5 |
| <u>ORGANIZATION</u> | | | | | |
| Ideas are in a logical sequence | 1 | 2 | 3 | 4 | 5 |
| Clear Understanding of material | 1 | 2 | 3 | 4 | 5 |
| <u>CONTENT</u> | | | | | |
| Comprehensiveness and accuracy of information | 1 | 2 | 3 | 4 | 5 |
| Relevance to the topic/issue | 1 | 2 | 3 | 4 | 5 |
| <u>VISUAL AIDS</u> | | | | | |
| Clear, effective, and legible | 1 | 2 | 3 | 4 | 5 |
| Utilized well in presentation | 1 | 2 | 3 | 4 | 5 |
| <u>CONCLUSION</u> | | | | | |
| Summary given | 1 | 2 | 3 | 4 | 5 |
| Recommendations stated | 1 | 2 | 3 | 4 | 5 |
| <u>OVERALL DELIVERY</u> | | | | | |
| Preparedness | 1 | 2 | 3 | 4 | 5 |
| Eye contact | 1 | 2 | 3 | 4 | 5 |
| Volume | 1 | 2 | 3 | 4 | 5 |
| Enthusiasm | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| <u>OVERALL ASSESSMENT:</u> | 1 | 2 | 3 | 4 | 5 |

OVERALL COMMENTS (please provide detailed feedback):

Agency Supervisor Signature: _____ Date: _____

SPECIAL SERVICE PROJECT EVALUATION FORM

Student's Name: _____ Agency: _____

To be completed and submitted by the Agency Supervisor

Evaluation: (Please circle the number of the response that best describes your assessment)

1. To what extent did this project benefit the agency or clientele? (circle your answer)

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

2. How much original input, initiative and/or creativity did the student intern demonstrate in planning, organizing and completing this Special Service Project?

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

3. To what extent was the Special Service Project completed as proposed in the Special Service Project Outline?

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

4. Please indicate your overall level of satisfaction with the final outcome of the Special Service Project.

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

Signature of Site/Agency Supervisor

Date of Submission

STUDENT MID-TERM SELF EVALUATION

To be filled out by the student by the end of week 8

Student: _____

1. How can the internship be more meaningful for you?
 - a) What can YOU do to make the experience more meaningful?
 - b) What can your site/agency supervisor do to help make the experience more meaningful for you?

2. Are there any specific areas/aspects that you would like your site supervisor to provide you with more guidance or what experience would you like to see given more emphasis during the remainder of your internship time? How can you take responsibility and ensure this happens?

3. Briefly summarize to date your progress in regards to your internship goals.

Student's Signature: _____ Date: _____

Agency Supervisor's Signature: _____

STUDENT FINAL SELF EVALUATION

To be filled out by the student by the end of week 15

Student: _____

1. What did you like doing during your Internship?

2. You must be prepared to show employers what skills you have to offer and how you might apply these skills to positions in their organizations. Describe the skills you used successfully while on your Internship.

3. What did you have difficulty accomplishing on your Internship?

4. What was the most important thing you learned from your Internship?

Student's Signature: _____ Date: _____

Agency Supervisor's Signature: _____

DOCUMENTATION OF INTERNSHIP

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

- | | |
|--|---|
| A. Professional Relationships and Responsibilities | F. Document Intervention Services |
| B. Assessment | G. Treatment Teams and/or Service Providers |
| C. Plan Interventions and/or Programs | H. Develop and Maintain Programs |
| D. Implement Interventions and/or Programs | I. Manage TR/RT Services |
| E. Evaluate Outcomes of the Interventions/Programs | J. Awareness and Advocacy |

Instructions: In the table below, list the weekly dates and daily hours under each day of each week. List total weekly hours in the second to last column and record the Job Analysis Task Domains you worked on that week in the final column. You must submit a copy of your internship time logs if a range of hours per week is provided.

Note: Internship students follow the schedule that the agency CTRS supervisor works. For example, if the agency CTRS supervisor works from 8-4:30 (8 hours), but actually works and gets paid for 7.5 hours due to a unpaid 30 minute lunch break, then the student would also count 7.5 hours (not 8 hours).

EXAMPLE

| Week | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Hours | Domains |
|------|-----|-----|-----|-----|-----|-----|-----|-------|---------|
| 1 | 0 | 7.5 | 8 | 0 | 8 | 7.5 | 7 | 38 | A, B, C |

TIME LOG OF HOURS

| Week | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Hours | Domains |
|------|-----|-----|-----|-----|-----|-----|-----|-------|---------|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |

 Agency Supervisor's Signature

Date

 Academic Supervisor's Signature

Date

Therapeutic Recreation Internship Evaluation Form

University of
Lethbridge



Faculty of Health Sciences

INTERNSHIP/PRACTICUM EVALUATION

A benchmark for any profession is its ability to routinely monitor its own practice through an ongoing process of self-regulation. Paramount to this process is the establishment of a credentialing program that enabled the profession to safeguard consumers by stating who is competent to practice. The establishment of a valid job analysis is essential to the integrity of a credentialing program and an exam program.

In 2014, NCTRC completed its fourth Job Task Analysis study. The list of tasks below is the current tasks performed by the Therapeutic Recreation Specialist. These job tasks represent the therapeutic recreation process and will be the basis of the Internship Evaluation. Certain questions were omitted as they are not applicable for students in the internship experience.

Mid-term assessment (Week 8) **Final assessment (Week 15)**

Student Intern: _____ **Date:** _____

Agency: _____ **Supervisor:** _____

Performance Evaluation Criteria

| Professional Relationships and Responsibilities | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Establish and maintain effective working relationships | | | | |
| Create and maintain a safe and therapeutic environment | | | | |
| Participate in in-service training and staff development | | | | |
| Maintain knowledge of current TR trends (i.e., methods, issues) | | | | |
| Support the development of evidence-based practices | | | | |
| Adhere to professional standards of practice and code of ethics | | | | |

| Assessment | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Request and secure referrals/orders | | | | |
| Obtain and review pertinent information about clients | | | | |

| | | | | |
|---|--|--|--|--|
| Select/develop assessment methods/setting | | | | |
| Establish therapeutic relationship | | | | |
| Conduct assessments | | | | |
| Analyze/interpret results | | | | |
| Integrate/record/disseminate results | | | | |

| Planning Interventions and/or Programs | | | | |
|--|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Discuss results of assessment with client, team, family, etc. | | | | |
| Develop/document intervention plan with goals/outcomes | | | | |
| Develop/select interventions/approaches | | | | |
| Develop/select protocols for 1:1 or group settings | | | | |
| Utilize activity/task analysis prior to interventions/programs | | | | |
| Select adaptations, modifications, or assistive tech. | | | | |

| Implement Interventions and/or Programs | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Explain purpose/outcomes of the intervention/program | | | | |
| Implement individual and/or group session(s)/program(s) | | | | |
| Use leadership, facilitation, and adaptation techniques | | | | |
| Monitor/address safety concerns throughout intervention/program | | | | |
| Observe responses to intervention/program of clients | | | | |
| Monitor effectiveness of intervention/program | | | | |

| Evaluate Outcomes of the Interventions/Programs | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Evaluate changes in clients functioning | | | | |
| Determine effectiveness of individual intervention plan | | | | |
| Revise individualized intervention plan | | | | |
| Evaluate for additional/alternative/discharge of services | | | | |
| Determine effectiveness of protocols/programs | | | | |

| Document Intervention Services | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Document participation and/or adherence to the intervention | | | | |
| Document behavioural observations | | | | |
| Document occurrences relating to risk management | | | | |
| Document protocols and/or modalities | | | | |
| Document program effectiveness | | | | |

| Treatment Teams and/or Service Providers | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Identify the treatment team and community partners | | | | |
| Provide information to team/community partners about TR services/outcomes | | | | |
| Communicate information to team in a timely manner | | | | |
| Coordinate/integrate intervention plan with community partners | | | | |

| | | | | |
|--|--|--|--|--|
| Develop/provide collaborative services with community and team | | | | |
|--|--|--|--|--|

| Developing and Maintaining Programs | | | | |
|--|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Maintain equipment/supply inventory | | | | |
| Plan and coordinate support services (e.g. transportation) | | | | |
| Maintain program budget and expense records | | | | |
| Develop and distribute program schedules | | | | |
| Identify funding sources | | | | |
| Conduct an initial department needs assessment of TR/RT services | | | | |
| Conduct ongoing program evaluation | | | | |
| Follow risk management practices | | | | |

| Manage TR/RT Services | | | | |
|---|--------------------------------|------------------------------|-----------------------------|--------------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Comply with standards/regulations | | | | |
| Prepare/update written plan or operation | | | | |
| Confirm programs are consistent with agency mission | | | | |
| Recruit, train, educate, supervise, and evaluate staff/volunteers | | | | |
| Support research programs/projects | | | | |

| Awareness and Advocacy | | | | |
|---|-------------------------|-----------------------|----------------------|-------------------|
| Job Task | Demonstrated Competency | Developing Competency | Not Yet Demonstrated | Examples/Comments |
| Establish/maintain network with organizations/advocates | | | | |
| Advocate for rights or person(s) served | | | | |
| Provide education to internal/external stakeholders | | | | |
| Promote TR/RT services through marketing/public relations | | | | |
| Monitor legislative/regulatory changes that impact TR/RT | | | | |

Evaluation—Personal and Professional Qualities of Student

Please ensure to be as detailed as possible with describing student strengths and improvements needed.

I -Major strengths observed at the present time:

By being aware of the areas a person can improve on is what helps turn weaknesses into assets!

II -Most important improvements needed at the present time:

FINAL EVALUATION GRADE SHEET

*** Based on the experience to date, is _____ (student's name) capable of undertaking the responsibilities of an entry level professional?**

Yes

No – If no, please comment: _____

Student Intern's Signature _____

Site/Agency Supervisor's Signature _____

Academic Supervisor Signature _____

*** THIS SECTION IS INCLUDED ONLY IN THE FINAL EVALUATION**



Consent for Collecting and Disclosing Student Information and Acknowledgment of Procedures for Practicum Placement

This consent form outlines the process for collecting and sharing personal student information within the Faculty of Health Sciences as well as with prospective practicum agencies. Any questions about this form can be directed to the Internship Specialist (403-329-2576).

| | | |
|--|------------|----------------|
| Last Name | First Name | Middle Initial |
| University of Lethbridge Student ID Number | | |

PLEASE READ THE FOLLOWING BEFORE SIGNING BELOW

Regarding collection and disclosure of my personal information, by signing this form:

- I authorize the Faculty of Health Sciences to collect and disclose information about me with administration, faculty, and support staff, practicum site administration, teaching and support staff, and others as appropriate. Types of information may be information about my name, practicum placement requirements, learning needs and goals, and other information, as appropriate, for my success in the program.
- I understand that this consent is valid for the period leading up to practicum placement, and placement process.

Regarding acknowledgement of procedures, by signing this form:

- I acknowledge my receipt and understanding of the terms and conditions of the major as outlined in the Student Handbook, Course Syllabi, and University of Lethbridge Calendar.
- Further, I understand that failure to meet requirements (e.g., health requirements, police information check, current First Aid and CPR, or any additional documentation that is required by program/agency) for practicum placement may result in my practicum placements not being facilitated.

| | | | |
|--|--------|------|-------|
| <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> Student Signature | | | |
| DATE OF SIGNING | MONTH: | DAY: | YEAR: |

Protection of Privacy - The personal information requested on this form is collected under the authority of Section 33 (c) of the Alberta Freedom of Information and Protection of Privacy Act ("Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of practicum placement processes. If you have any inquiries in regards to the collection of your personal information, please direct those inquiries to: FOIP Coordinator, University of Lethbridge, 4401 University Dr. West, Lethbridge, Alberta T1K 3M4, telephone: 403-332-4620, email: foip@uleth.ca.

Last Updated: January 2020

The University of Lethbridge Informed Consent, Risk Acknowledgement & Indemnity Agreement



TO: THE GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE (THE "UNIVERSITY") INFORMED CONSENT, RISK ACKNOWLEDGEMENT & INDEMNITY AGREEMENT

WARNING: By signing this document you indicate that **you understand the risks** associated with the Course, that you are aware that by registering in the course and attending its off-site activities **you are being exposed to the risks** identified below. **It gives the University authority to secure medical assistance for which you agree to be financially responsible.** You are also agreeing to assume financial responsibility for any damage to third persons to which you are legally liable.

PLEASE READ CAREFULLY!

Participant Name: (Please Print) _____

Student ID#: _____

Address of participant: _____

Semester: _____

THE COURSE: Enrollment in _____ (course) at the University of Lethbridge involves the opportunity for students to work with individuals, organizations, or community groups to demonstrate and meet the core competencies and/or course requirements of their respective program in a practical work environment. Students are further required to arrange their own transportation to attend the off-campus practicum setting(s), all hereinafter collectively referred to as "the off-campus course activities".

ASSUMPTION OF RISKS: Prior to signing this agreement, I understand and agree that there are hazards and risks inherent to my participation with the off campus course activities, any of which could cause me bodily injury or permanent disability or loss of life and/or loss or damage to my property, including but not limited to those risks and hazards associated with: Travel and transportation by all modes and types and risk of motor vehicle collision, mechanical failure and human error; and risks and hazards associated with other premises, their operations and acts or omissions of others; and potential for theft, vandalism, damage or loss of personal property.

In consideration of the UNIVERSITY accepting my course registration in and permitting me the opportunity to participate in the off-campus course activities, I hereby agree:

1. That the University or the off-campus venue may summon such medical advice and services as it, in its discretion may deem necessary for my health and safety and I shall be financially responsible for such advice and services. I also appreciate that as a student enrolled in the course that I may have certain benefits under the auspices of Alberta Learning and worker's compensation; and
2. That if I am supplying my own equipment or driving myself for the off campus course activities, that I am responsible for ensuring that my property is secure, maintained and adequately insured to cover off any liability, loss or damage and appreciate the University of Lethbridge accepts no responsibility for any liability, loss or damage resulting from any use or misuse therein; and
3. **I agree TO HOLD HARMLESS AND INDEMNIFY** The Governors of the University of Lethbridge from any and all liability for any damage to the property of, or losses or personal injury to any third party resulting from my participation in the off campus course activities for which I am legally liable and to which the University's insurance program does not extend coverage to.

I CONFIRM THAT I AM 18 YEARS OF AGE OR OLDER, THAT I HAVE HAS SUFFICIENT TIME TO READ AND UNDERSTOOD THIS AGREEMENT AND THAT I AM AWARE BY SIGNING THIS AGREEMENT I AM ACCEPTING FINANCIAL RESPONSIBILITY FOR ANY PERSONAL PROPERTY EXPOSURES, MEDICAL ASSISTANCE THE UNIVERSITY or PLACEMENT SITE MAY DEEM NECESSARY FOR MY HEALTH AND SAFETY AND ALSO FOR ANY DAMAGE TO THIRD PERSONS OR THEIR PROPERTY THAT I MAY CAUSE.

Signed this _____ day of _____, _____

Participant Signature: _____

Witness Name: _____

Witness Signature (Faculty/Staff Only) _____

The personal information requested on this form is collected under authority of the *Alberta Post-secondary Learning Act* (Alberta) and section 33c of the *Freedom of Information and Protection of Privacy Act (Alberta)* (the "Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of determining participation in off campus course related activities. Questions related to the collection, use or disclosure of your personal information can be directed to the University of Lethbridge Privacy Office, 4401 University Drive W, Lethbridge, AB T1K 3M4, 403-332-4620, email: foip@uleth.ca.

Last Updated: February 2020