




THERAPEUTIC RECREATION STUDENT INFORMATION HANDBOOK



Eastern Michigan University
College of Health and Human Services
School of Health Sciences

REVISED 2019

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Dear Therapeutic Recreation Student,

Welcome to the Therapeutic Recreation Program at Eastern Michigan University!

It is my great pleasure to welcome you as a new student who will participate in the proud tradition of Therapeutic Recreation at Eastern Michigan University. Our program began in 1971 and since that time it has provided the community with competent therapeutic recreation practitioners and scholars who have contributed to therapeutic recreation education and our professional organization, the American Therapeutic Recreation Association.

We have an outstanding faculty and practitioner support base. I invite you to take every opportunity to meet them and find out about their clinical expertise and interests. I also invite you to become a member of the American Therapeutic Recreation Association (ATRA), our national organization, and the Michigan Therapeutic Recreation Association (MTRA). Become active early in these professional organizations as it will enhance your own professional development. Closer to home, I hope that you will become a member of the Student Therapeutic Recreation Organization (STRO) and participate actively. Your participation in these organizations will intensify your professional commitment and provide you with friendships and good times.

You have joined the therapeutic recreation profession at a pivotal time in history when technology and medicine are enabling people to live longer. Recreation therapists fill the critical need of helping people live more meaningful and satisfying lives. Our profession is positioning itself to provide services wherever health services are needed, including homes, schools and community agencies in addition to traditional institutional settings. You will be part of this! I wish you success and happiness as you continue your professional journey with us.

I look forward to getting to know each of you. Feel free to stop by my office, room 363, and introduce yourself.

Sincerely,

David W. Thomas, Ed.D., CTRS
Director, Therapeutic Recreation Program
Office: 363 Marshall
734-487-6839
dthomas@emich.edu

Purposes of the Handbook

1. To acquaint students with the purposes, objectives, and design of the Therapeutic Recreation Program.
2. To promote understanding regarding policies and procedures of the University and within the Therapeutic Recreation Program.
3. To acquaint the student with campus and curriculum resources.

Abbreviations

ATRA	American Therapeutic Recreation Association
CHHS	College of Health and Human Services
CTRS	Certified Therapeutic Recreation Specialist
JRT	Journal of Recreation Therapy
MRPA	Michigan Recreation & Parks Association
MTRA	Michigan Therapeutic Recreation Association
NCTRC	National Council of Therapeutic Recreation Certification
NRPA	National Recreation & Parks Association
RT	Recreation Therapy or Therapist
SHS	School of Health Science
STRO	Student Therapeutic Recreation Organization
TR	Therapeutic Recreation
TRJ	Journal of Therapeutic Recreation

Faculty and Staff

FACULTY

Program Director and Professor, Dr. David W. Thomas, Ed.D., CTRS

363 Marshall Building

734.487.6839

dthomas@emich.edu

Education

Ed.D., Temple University, Philadelphia, PA

M.A., University of Northern Colorado, Greeley, CO

B.A., University of Western Colorado, Gunnison, CO

Teaching Interests

Therapeutic interventions for people with dementia, leisure and aging, clinical assessment, research methods.

Leisure Interests

Travel, running, reading, scuba diving, boating, model trains

Assistant Professor, Dr. Heather Silander, Ed.D., CTRS

366 Marshall Building

734.487.4096

hsilande@emich.edu

Education

Ed.D.- Aurora University, Aurora, IL

MS- Aurora University, Aurora, IL

B.S.- Southeast Missouri State University, Cape Girardeau, MO

Teaching Interests

Inclusive recreation, community therapeutic recreation, therapeutic interventions for people with developmental and intellectual disabilities, adaptive sports

Leisure Interests

Hiking, Tennis, Outdoors, canoeing, kayaking, Swimming, playing and spending time with my dogs,

Professional Service

American Therapeutic Recreation Association Student Development Committee Co-chair, 2017- current

Professional Affiliations

American Therapeutic Recreation Association (ATRA); Michigan Therapeutic Recreation Association (MTRA); Illinois Therapeutic Recreation Association (ILRTA)

ADJUNCT INSTRUCTORS

Sue Boeve, Sr. CTRS, ATRIC

spopekbo@emich.edu

Education:

Bachelor of Science, Central Michigan University, Mount Pleasant, MI

Certifications:

Certified Therapeutic Recreation Specialist (CTRS), Aquatic Therapy & Rehab Industry (ATRIC), Certified Pool Operator (CPO), Certified Disability Sports Specialist (CDSS)

Work Experience:

Therapeutic Recreation Specialist- Rehabilitation Institute of Michigan and Director of Sports Ability (adaptive sports program) for RIM Foundation; Developed outpatient TR program for RIM – specialty areas traumatic brain injury, spinal cord injury and amputations.

Professional Service

Current chair for NCTRC Standards Review Committee; past NCTRC Board member; Current Vice President for Michigan Adaptive Sports; Director of Summer Programs for Michigan Adaptive Sports

Memberships:

American Therapeutic Recreation Association (ATRA); Michigan Therapeutic Recreation Association (MTRA); Michigan Parks & Recreation Association (mParks)

Leisure Interests:

Spending time with my two rescue dogs, including one with a spinal cord injury, watching movies (dream job – movie critic), theatre (also have a degree in theatre!) reading (Stephen King, David Sedaris are favorites!), crochet, crafts, travel (NYC is favorite place on earth) and spending time with friends and family – especially my daughter Jordan!

Kathryn Bartz

734.487.4096

kbartz@emich.edu

Janis “Katie” Bridges, CTRS, ACC

Education

Bachelor of Science, Grand Valley State University, Grand Rapids, MI

Certifications

Certified Therapeutic Recreation Specialist (CTRS)

Work Experience

Katie has worked with a variety of populations including pediatrics, adults and the geriatric population.

Leisure Interests

camping, hiking, kayaking, walking, reading, traveling and spending time with family and my three labs.

Lindsay Charlefour, CTRS

248.408.4465

lcharlef@emich.edu

Education:

Bachelor of Science, Eastern Michigan University, Ypsilanti, MI

Certifications

Certified Therapeutic Recreation Specialist (CTRS)

Certified Dementia Practitioner

Work Experience

Director of Therapeutic Recreation, HCR ManorCare Skilled Nursing and Sub-Acute Rehab 2005 - 2018

Adjunct Instructor, EMU 2012 - Present

Director of Life Enrichment, Singh Senior Living 2018 - Present

Achievements

MRPA-TRI Young Professional of the Year 2006

Professional Affiliations

International Council on Active Aging

Interests

Leisure Education & Program Development; Leisure & Aging; Activity Analysis & Adaptation

Nicole Cummins, CTRS

734.487.4096

ncummins@emich.edu

Education

Bachelor of Science, Central Michigan University, Mt. Pleasant, MI

Certifications

Certified Therapeutic Recreation Specialist (CTRS)

Work Experience

University of Michigan, Michigan Medicine; St. Joseph Mercy Hospital; Private practice

Professional Affiliations

Former Chair former Chair of the Rehabilitation Case Records Review Committee; Quality Improvement Committee; Coordinator for the Ann Arbor Stroke Support Group

Amy Hensen, CTRS

734.712.5750

ajhenson78@yahoo.com

Jennifer Mullins, CTRS

jgossett@emich.edu

Education

Bachelor of Science, Eastern Michigan University, Ypsilanti, MI

Certifications

Certified Therapeutic Recreation Specialist (CTRS)

Work Experience

Michigan Disability Rights Coalition in the Michigan Assistive Technology Program; Private Practice, T-Rec Community Supports

Elizabeth “Beanie” Zollweg, MS

ezollweg@emich.edu

Education

Bachelor of Science, Kent State, Kent, OH

Master of Science, Eastern Michigan University, Ypsilanti, MI

What is Therapeutic Recreation?

Recreational Therapy, also known as therapeutic recreation is a, “systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery, and well-being (American Therapeutic Recreation Association, 2017).”

So, you play for a living?

Well, yes! However, TR has assessment criteria and interventions that are supported by evidence-based practice and research. “Recreation therapists get people with disabilities, injuries or illnesses to engage with the world again through art, music, and sports. They work in private, commercial, clinical or community settings.” – CNN

The National Council for Therapeutic Recreation Certification or NCTRC is the national accrediting board for Recreation Therapy. They administer the board exam that students take to become certified after graduating and completing an internship.

What kind of degree do I need?

While physical therapists typically need a doctorate [and occupational therapists need a masters], you only need a bachelors to practice recreation therapy. You can however get a masters or doctorate in recreation therapy or a related field.

Will I have a job when I graduate?

Yes! Recreational Therapists can work in all sorts of setting from community parks and recreation, short and long-term care, skilled nursing, Physical medicine & rehabilitation, schools, corrections, to assisted-living and nursing Homes. Nationally, jobs in therapeutic recreation are expected to grow faster than average (United States Department of Labor, Bureau of Labor Statistics).

What kind of money can I make?

The median annual income is \$46,410/year

Fun Facts

- Recreation Therapy was ranked #9 of the “Best Jobs to Save the World” by CNN-Money
- MSN ranked Recreation Therapy #10 in college majors that led to a satisfying career
- The Economist recently rated recreational therapy as the least likely profession to be replaced by technological advancement and automation within the next two decades.

Therapeutic Recreation Program

History of EMU's TR Program

- Long, rich history-dating to 1971.
- Strong State reputation.
- Recognized for its excellence in clinical-based practice and professional leadership.

Vision

- We envision a future where:
 - Recreation therapists develop *partnerships* with all members of the community.
 - Therapeutic Recreation services occur in homes, neighborhoods, communities, and institutions; the places where individuals live, work, and play.
 - Practice is client-centered and embedded in theory and research.
 - Leisure is central and celebrated for its complexity and depth.

Our students will:

- Be leaders and innovators, responsive to the changing health care needs within our diverse society.
- Use leisure as the central focus of their practice.
- Become competent and ethical professionals who use theory and research to guide their clinical practice.
- Develop the skills to serve consumers through the roles of clinician, collaborator, coach, educator, and advocate.
- Value promotion of social justice through service to the community.

Therapeutic Recreation Definition

- Therapeutic Recreation is based on the belief that the need to engage in meaningful leisure activity is innate and is related to survival, health, well-being, and life satisfaction. Therapeutic Recreation, therefore, is a profession whose focus is on enabling a person or a group of persons to access and participate in activities that are meaningful, purposeful, and relevant to their lives, roles, and sense of well-being.

Mission

- To prepare graduates who:
 - Work effectively as recreation therapists in a variety of *community-based* settings.
 - Value leisure and its inherent effects on people
 - Demonstrate *competent, ethical, client-centered* entry-level practice
 - Are *culturally* competent change agents who can adapt to local, national and global events within diverse cultures.
- The Therapeutic Recreation Program is designed to:
 - Provide an exceptional teaching-learning environment.
 - Contribute to the knowledge base of the profession.
 - Promote social justice through service to the community.

Curricular Themes

- The TR as a practicing scholar.
- Client-centered practice.
- Tenets of practice

The RT as a Practicing Scholar

- As a practicing scholar, the TR professional identifies and analyzes practice (problems, issues, and dilemmas) in a systematic manner, grounded in the core concept that leisure expression is a human right. The practicing scholar engages in reflective, creative and flexible thinking that synthesizes theory research and experience and applies this knowledge and understanding to practice with individuals, families, groups, and systems. The practicing scholar gathers evidence to support and validate actions. The practicing scholar is committed to life-long learning and the expansion of knowledge within TR practice, research and education.

Client-centered practice

- Respect for and partnership with people who are engaging in therapeutic recreation services
- Client strengths emphasis
- Need for client choice
- Collaboration
- An ethical stance based on empowerment and social justice

Tenets of Therapeutic Recreation practice

- Optimal health is achieved through participation in leisure activities that feature self-determination and competency and lead to feelings of self-efficacy, empowerment, interest and enjoyment.
- Recreation Therapists work cooperatively with clients, assisting them to move toward self-directed leisure experiences that are health enhancing.
- Therapeutic recreation is concerned with both treatment/rehabilitation and education/reeducation.
- The goal of therapeutic recreation is to improve health through purposeful intervention that uses the therapeutic recreation process of assessment, planning, implementation and evaluation.
- Every client functions as a holistic being who acts on and reacts to the environment as a whole person.
- Every client possesses intrinsic worth and the potential for change.

TR Philosophy of Education

The EMU Therapeutic Recreation Program philosophy of education embraces the following tenets:

- Humans have an inherent drive for health and wellness
- The environment includes the physical, social, temporal, cultural, psychological, emotional and spiritual.
- Leisure is both a means and end that we offer individuals in our society in order to promote their health, growth, change and or adaptation
- The belief in the centrality of leisure and its characteristics of internal locus of control, intrinsic motivation, personal causality and freedom of choice is our unique tool that contributes to societal welfare.
- Knowledge is constantly emerging both within the disciplines of therapeutic recreation and in other related disciplines, such as psychology, movement sciences, sociology etc.
- Social justice is the value that we promote through our service to the community.

Frequently Asked Questions

1. What is the difference between therapeutic recreation and Recreational Therapist?

Therapeutic Recreation is often referred to as the department, or profession and Recreational Therapist is often the title of the profession, but there is no difference between the two names.

2. What is CTRS?

CTRS stands for Certified Therapeutic Recreation Specialist. Once you have graduated with a degree in Therapeutic Recreation you are eligible to sit for the National Council for Therapeutic Recreation Certification (NCTRC) exam. The CTRS is the highest level of certification in the field and shows that the professional has the knowledge and skill to practice. For more information on the exam and NCTRC go to <https://www.nctrc.org/>

3. How do I know if I am a good fit for the profession?

The best way to know if a career as a Recreational Therapist is the right fit for you is to job shadow a Certified Therapeutic Recreation Therapist (CTRS). This will provide you with a real life look at the career responsibilities and tasks. In the fieldwork list, which is found in the TR Department Google Drive, you will find a list of facilities that you are able to contact for possible job shadowing opportunities.

4. What are some benefits of EMU's Therapeutic Recreation Program in comparison to other schools?

EMU is conveniently located to some of the nation's best medical facilities, including the University of Michigan Health System, the Detroit Medical Center, and St. Joseph Mercy Health System. The location provides EMU students with the opportunity to experience some of the best resources and internship placements in the field of Therapeutic Recreation. EMU's Therapeutic program also offers small class sizes that allow for more student involvement and individualized attention in the classroom. Many of the instructors come to the class with real life professional experience and are able to make connections to what students learn in the classroom to what is happening in the workplace.

5. I am interested in pursuing a minor in combination with my degree in Therapeutic Recreation, any suggestions?

While a minor is not required, a few that would be a benefit in the field would be Aging Studies, Psychology, Health Care Administration, Recreation and Park Management, Disability Studies, or Nutrition.

6. How many credit hours does it take to graduate?

Therapeutic Recreation students are required to have 124 credit hours upon graduation. See course curriculum on page 11.

7. How are fieldwork sites and internships found?

It is the student's responsibility to secure their fieldwork and internship site. Students are provided a list which is located on the TR Department Google Team Drive of possible sites that they can reach out to. This list is constantly being updated. Students are encouraged to check the list often.

8. Do I need any type of medical exam, shots or special training before I do a fieldwork or internship?

Yes. Most sites will let you know what you will need to have but before you can complete THRC 340- Therapeutic Recreation Process 1 which takes place off site in a medical facility. You will need to provide proof of various health documentation and vaccinations (TDAP, MMR, Tetanus, TB, flu shot, etc.). Some sites require students to already have their First Aid/CPR certificate prior to fieldwork. The TR department will do its best to be sure to keep up with the requirements of fieldwork and internship sites but it is also the student's responsibility to make sure they have everything that is required of them.

9. How far in advance should I start searching for an internship?

Depending on the site, 6 months to 1 year in advance. Some sites have very strict deadlines, while others have open applications all year long. Fieldwork is a great way to get to know an organization and to see if you may be interested in interning there. Students are encouraged to volunteer at a variety of settings throughout their time in the program.

Policies & Procedures

EMU-TR Curriculum

<h2 style="margin: 0;">DECLARING YOUR MAJOR & COMPLETING YOUR DEGREE</h2>

Within one semester of declaring Therapeutic Recreation as their major, students are required to schedule a meeting with one of the faculty members of the program. Students who already have a bachelor’s degree in another field can enter the program to complete the “equivalency” sitting requirements for the NCTRC exam. More information about this process can be obtained upon meeting with the Director of Therapeutic Recreation.

REQUIREMENTS PRIOR TO THE INTERNSHIP

- 1) Have a cumulative GPA of 2.75 or higher overall.
- 2) Completion of minimum 180 clinical hours with individuals who have disabilities in a variety of settings such as home health agencies, schools, psychosocial clubhouses, and rehabilitation clinics under the supervision of a CTRS.
- 3) Completion of all academic course work.

SAMPLE CURRICULUM SEQUENCE

(Beginning Junior Year after General Education requirements)

FALL	WINTER	SP/SU	FALL	WINTER	SPRING
THRC100(3)	THRC180(2)	THRC360(3)	HRC300(3)	THRC430(3)	THRC449(8)
THRC200(3)	THRC250(1)	THRC330(3)	THRC400(3)	COUN450(3)	
THRC510(3)	THRC290(3)		PHED200(5)	THRC252(1)	
THRC278(2)	THRC340(3)		PSY360(3)	HLAD312(3)	
COUN450(3)	IHHS260(3)		THRC251(1)	Electives(5)	
AHPR200(1)	THRC320(3)				
Total: 15	Total: 15	Total: 6	Total: 15	Total: 15	Total: 8

CHARACTER BACKGROUND CHECK

Character background information is reviewed by most agencies prior to clinical field work. If you have one of the following previous conditions, we strongly advise you to contact a legal representative for a confidential, early determination of your eligibility to sit for the exam:

Examples:

- Felony charge or conviction
- Encumbrance of professional credential
- Negligence, malpractice or willful intentional misconduct

Certified Background Check Online: <http://certifiedbackground.org/>

Therapeutic Recreation Curriculum

Eastern Michigan University

Therapeutic Recreation Program

WHAT IS THERAPEUTIC RECREATION?

Therapeutic Recreation is a health care profession that uses recreation activities to restore or rehabilitate in order to improve functioning and independence.

WHERE IS THERAPEUTIC RECREATION USED?

Most Recreation Therapists are employed by health care agencies and may work in the following settings: hospitals, residential facilities, mental health centers, rehabilitation centers, adult day care centers, substance abuse centers, nursing homes, assisted living facilities and school systems.

QUALIFICATIONS OF A RECREATION THERAPIST

Recreation Therapists have a Bachelor's degree in Therapeutic Recreation from an accredited university. Most Recreation Therapists become certified through the National Council on Therapeutic Recreation Certification (CTRS).

THE EMU ADVANTAGE

Small Classes
Hands on Curriculum
Individualized Attention
Numerous Local Clinical Affiliations

CONTACT

Dr. David W. Thomas, EdD, CTRS
363 Marshall Building
School of Health Sciences
Eastern Michigan University
Ypsilanti, MI 48197
Phone: (734) 487-6839
Email: dthomas@emich.edu
Web address: www.emich.edu/hs/tr

Bachelor of Science Requirements for Therapeutic Recreation

General Education Requirements.....	47 credit hours
Major Requirements	63 credit hours
Free Electives	14 credit hours
Total	124

Therapeutic Recreation Curriculum

Therapeutic Recreation Courses

THRC100 - Foundations & Advancement of TR (3)
THRC180 - Activity Analysis/Adaptation (2) or
THRC 481 Adapted Aquatics (2)
THRC200 - Recreation for People with Disabilities (3)
THRC250 - Field Work in Therapeutic Recreation (1)
THRC251 - Field Work in Therapeutic Recreation (1)
THRC252 - Field Work in Therapeutic Recreation (1)
THRC280 - Understanding Drug Classifications for Therapeutic Recreation (2)
THRC290 - Quality Improvement in Health Care (3)
THRC300 - Principles of Therapeutic Recreation (3)
THRC320 - Leisure Education (3)
THRC330 - Substance Abuse in TR (3) or
THRC 310/510 - Leisure & Aging(3)
THRC340 - Therapeutic Recreation Process I (3)
THRC360 - Therapeutic Recreation Prog. Planning (3)
THRC400 - Therapeutic Recreation Process II (3)
THRC430W Issues in Therapeutic Recreation (3)
THRC449 - Practicum in Therapeutic Recreation (8)
[15 week internship]

Allied Health Courses

RECR260 - Leadership in Recreation (3) or
THRC 279 Experiential Activities
COUN450 - Introduction to Counseling Process (3)
EDPS325 -Life Span Human G&D (4) or
IHHS260 -Aging-Infancy: Life Course (3)
PHED200 -Anatomy & Physiology (5)
PSY360 -Abnormal Psychology (3)
AHPR200 -Medical Terminology (1)

Total: 63/64

Revised March 2017



School of Health Sciences
<http://www.emich.edu/chhs/hs/> (734) 487-4096

CHHS Advising Center
(734) 487-0918

Therapeutic Recreation Curriculum

Fall 2018	Winter 2019	Summer I	Summer II
Fall 2019	Winter 2020	Summer I	Summer II
Fall 2020	Winter 2021	Summer I	Summer II
Fall 2021	Winter 2022	Summer I	Summer II
Fall 2022	Winter 2023	Summer I	Summer II

This plan might not include all prerequisite and general education coursework.

Mandy Niemiec - CHHS Advising - 214 Marshall - aniemiec@emich.edu - 734-487-0918

PROFESSIONAL BEHAVIOR

Therapeutic Recreation students are expected to demonstrate the following professional behaviors throughout their educational program. The faculty takes demonstration of these behaviors seriously.

Responsibility: The student will demonstrate responsibility in all class-related activities. This means students are expected to attend class, notify instructors prior to class of any absences, be on time for class, and hand in all assignments in a timely manner.

Self-Assessment: The student will demonstrate willingness and ability to assess themselves in a variety of situations, including classroom work and affiliations.

Communication Skills: The student will demonstrate the ability to express ideas and feelings verbally and in writing, in group and individual class activities.

Ethics: The student will abide by all ethical principles outlined in the ATRA code of ethics. Some examples include:

- 1) Maintaining strict client confidentiality
- 2) Not causing client harm through: inappropriate: a) activities, b) interactions or c) client relationships
- 3) Maintaining equity in the delivery of TR services
- 4) Being truthful and obtaining informed consent prior to interventions
- 5) Keeping professional commitments
- 6) Adhering to agency rules & regulations

Judgment: The student will demonstrate professional judgment in all class and clinical activities.

Respect: The student will demonstrate courtesy and respect to fellow classmates, instructors and clients.

ACADEMIC DISHONESTY

The Therapeutic Recreation Program faculty considers academic dishonesty as a violation of professional ethical standards. The instructor who identifies the student engaging in academic misconduct will report each incident to the program faculty.

The recommendation of the instructor may range from failing the student in the assignment, failing the student in the course, or immediate dismissal from the program. The severity of the action taken will depend upon the seriousness of the infraction and/or the student's past conduct.

ACADEMIC MISCONDUCT: DEFINITIONS AND PROCEDURES

Academic misconduct refers to a variety of behaviors and actions in which students engage which range from a conscious compromise of ethical standards to those actions which may be considered acceptable but which are, in fact, indicative of academic dishonesty. Behaviors listed below and are considered to be common examples of academic misconduct.

1. Copying from another student during a quiz or examination.
2. Copying from a "crib sheet" during a closed book quiz or examination.
3. Previewing an examination from a "test file" when the instructor does not permit students to keep copies of exams and does not know that such a file exists.
4. Having another student write a paper or homework assignment, which you then present as your own work.
5. Presenting a purchased or copied paper as your own.
6. "Faking" the results of a project that you "conducted" but for which results were not obtained.
7. Writing a lab, fieldwork, or journal report without actually doing the experience.
8. Asking another student the answers to an examination, which he/she has taken and you are about to take.
9. Giving another student the questions and answers to an examination, which you have taken, and he/she is about to take.
10. Using materials from another student's paper without giving bibliographic credit.
11. Listing unread sources in the bibliography of an assignment.
12. "Making up" sources for bibliographic citation.
13. Copying information (for a paper, verbal report, or project) from a source without proper citation. (Refer to the Publication Manual of the American Psychological Association (3rd Ed.). This is the student's responsibility. Pleading ignorance is not acceptable.)
14. Working in a group on a homework assignment which was assigned as individual work.
15. Delaying taking an examination or turning in a paper using false excuses.
16. Tearing out and taking a page of an examination or quiz when the teacher does not permit you to keep the exam.
17. Removing items from a required reserved reading file so that others will not have the opportunity to review them.
18. Changing a response after a paper/exam/quiz was graded, then reporting that it has been misgraded and requesting credit for your altered response.
19. Basing an "article report" in an abstract rather than reading the assigned article.
20. Marking two answers on a computer-grading sheet when the directions indicate that you are to make one.

21. Marking two answers on a hand scored test, so that the choice is unclear, in hopes that the teacher will assume a correct response was intended.
22. Permitting another student to look at your answer sheet during a quiz or examination.
23. Claiming to have handed in a paper/examination when in reality you did not.
24. Claiming authorship/participation in a group paper or presentation when you made no contribution.

COMMUNICABLE DISEASE POLICY AND PROCEDURES

The Therapeutic Recreation Program has assumed the responsibility of working cooperatively with all fieldwork agencies in preventing and controlling communicable disease. Communicable diseases such as tuberculosis, mumps, measles, smallpox, hepatitis, and acquired immune deficiency syndrome pose serious problems and concerns for students and both academic and clinical faculty.

The Program will provide information about the prevention and control of communicable diseases to students and faculty. The main goal is to ensure that students have access to high quality clinical experiences without jeopardizing their own or others' health or well-being.

Students in the Program are encouraged to adhere to the following procedures to ensure protection of themselves and others.

A. Recommended preventative measures. Standards for protection include:

1. The basic premise that all clients should be considered potential carriers of contagious disease.
2. All students should obtain immunizations, if available, against diseases that are known to be transmitted by contact with blood, saliva, or other body fluids to help prevent disease transmission. More specific information is provided later in this document.
3. If the student is in a clinical setting where exposure to blood, saliva, or other body fluids is likely, then the use of Universal Precautions is recommended. Universal Precautions include the use of gloves, masks, eye protection, appropriate clothing, and hand washing.
4. The reduction of cross-contamination between treatment areas and non-treatment areas such as home and school. Examples include, but are not limited to, wearing uniforms from a clinical area to the grocery store or the movies, wearing a lab coat from a college class to another public place.
5. The proper aseptic management of contaminated environmental surfaces.

6. The proper sterilization or high-level disinfection of contaminated reusable equipment.
7. The proper use, care, and disposal of sharp instruments.
8. The proper management of contaminated waste materials.

B. Immunizations

1. Students should keep their immunizations (tetanus, diphtheria, measles, rubella, and mumps), TB skin tests/X-rays, and other medical records current to reduce the threat of communicable diseases.
2. If a student's religious beliefs preclude medical immunizations, a written notice should be provided to his/her advisor, who will place the statement in the student's file.
3. If a communicable disease is contracted, the student or student's parent/spouse should contact the student's advisor. Based upon the information from the student and his/her physician, the appropriate educational environment will be maintained for the student.

SPECIFIC DISEASES OF CONCERN

Hepatitis B

Hepatitis B virus (HBV) infection is a major cause of acute and chronic hepatitis worldwide. The U.S. Centers for Disease Control recommend that "persons at substantial risk of acquiring HBV infection who are demonstrated or judged likely to be susceptible should be vaccinated. They include (among others): ... some health-care workers." (Centers for Disease Control, *MMWR, Morbidity and Mortality Weekly Report*, Vol. 34, No. 22, 1985, p. 322). Individuals considered at high risk are those who have contact with blood and blood products.

Note: It is important that students realize that certain clinical facilities require that the student be immunized in order to do fieldwork in that setting.

HIV/AIDS

At the present time, there is no vaccine for HIV/AIDS. All students should use Universal Precautions when there is a risk of contact with blood or blood products.

Cytomegalovirus (CMV)

This common virus can cause a rare congenital syndrome if the mother is exposed during pregnancy. All women of childbearing age should use Universal Precautions, especially when

working with children. The virus is transmitted through respiratory excretions and through the urine. Most adults have some immunity to this disease. A woman considering pregnancy should have a titer done to determine her degree of immunity since immunity in the mother at least partially protects the fetus. There is presently no vaccine for CMV.

VACCINATION REQUIREMENTS FOR FIELDWORK

In 1991, the US Department of Labor, Occupational Safety, and Health Administration (OSHA) passed a standard: “to eliminate or minimize occupational exposure to Hepatitis B Virus (HBV), Human Immuno-deficiency Virus (HIV), and other bloodborne pathogens.”

The major concern is the protection of employees in health care settings who “face a significant health risk as a result of occupational exposure to blood and other potentially infectious materials because they may contain bloodborne pathogens, including Hepatitis B, a serious liver disease, and Human Immunodeficiency Virus, which causes Acquired Immodeficiency (AIDS). The government agency further concludes that this exposure can be minimized or eliminated using a combination of engineering and work practice controls (Universal Precautions), personal protective clothing and equipment, training, medical surveillance, Hepatitis B vaccination, signs and labels, and other provisions.”

This standard is now in effect and mandates compliance by all health care providers. What this means to you as a therapeutic recreation student is that you will be required by the health care settings at which you will be doing your fieldwork experiences to have a series of vaccinations prior to entering their facilities. We will be required by all of the fieldwork centers with which we have contracts to ensure that any student placed in their facility has had a series of vaccinations. See list of required vaccinations on the next page. Please note some facilities may require more than others.

You will need to check your insurance coverage to determine the most economical way for you to receive the vaccinations you need. One possibility is that the University Health Center (734) 487-1122 will provide the necessary protection “at cost.” See <https://www.emich.edu/uhs/preventative/vaccine.php> for list of vaccinations costs.

Most of the vaccinations are relatively inexpensive; however, the Hepatitis B vaccine costs \$225.00 at the University Health Center and requires a series of three inoculations for full protection. If you choose not to obtain the Hepatitis B vaccine, you will need to sign the attached declination form which relieves the fieldwork facility of any responsibility if you should contract Hepatitis B while doing fieldwork there.

You MUST complete and return to the Program, the attached form(s) showing you have received these inoculations by the time classes start

Return the completed form and mail it to **your** advisor at:
Therapeutic Recreation Program
363 Marshall Hall
Eastern Michigan University
Ypsilanti, MI 48197

CPR & IMMUNIZATION RECORD

RECOMMENDED: Prior to Field Work (THRC 250, 251, 252 & THRC 449)

DATE:

<p>1. CPR certification: (child and adult certification)</p> <ul style="list-style-type: none"> a. A valid CPR card from American Heart Association, or b. A valid CPR card from American Red Cross, or c. Advanced Cardiac Life Support (ACLS) certification. http://cpredcourse.com 	
<p>2. TB Evaluation (tuberculosis):</p> <ul style="list-style-type: none"> a. Negative PPD within 1 (one) year, or b. Positive PPD with negative chest x-ray, or c. History of a positive PPD with a negative chest x-ray and treatment with appropriate anti-tubercular drugs. 	
<p>3. Rubella (German measles) - persons under the age of 45 must demonstrate:</p> <ul style="list-style-type: none"> a. Two doses of MMR after 15 months of age, or b. A positive Rubella Titer (greater than 10) 	
<p>4. Rubeola (Hard or American measles):</p> <ul style="list-style-type: none"> a. Born prior to 1957, or b. Physician diagnosed history of Rubella, or c. Two doses of vaccine after 15 months of age. 	
<p>5. Varicella Zoster (Chicken Pox):</p> <ul style="list-style-type: none"> a. A positive history of chicken pox, or b. If no history of chicken pox, notify Program of any exposure as soon as possible. 	
<p>6. Hepatitis B Vaccine:</p> <ul style="list-style-type: none"> a. Received 3 (three) doses of Hepatitis B vaccine, or b. In the process of completing the series of 3 (three) doses, or c. A signed declination statement. 	

It is also strongly recommended that all students have health care insurance coverage. Students assume financial responsibility for their own medical care.

Student Signature

Date

Print Student Name

Student Number

**Eastern Michigan University
Therapeutic Recreation Program**

<p>HEPATITIS B VACCINATION DECLINATION FORM</p>
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I understand that, due to my fieldwork requirements there is the potential for exposure to blood or other infectious materials and I may be at risk of acquiring hepatitis B virus (HBV) infection.

I have been informed about obtaining the hepatitis B vaccine. **However, I decline hepatitis B vaccination at this time.**

I understand that, by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease.

Student Signature

Date

PLEASE PRINT Student Name

Counter Signer Signature

Date

PLEASE PRINT Counter Signer Name

ADVISING

Each student in the program will be assigned an advisor who are faculty members in the Therapeutic Recreation Program. Periodic group advising meetings will be scheduled. All students are required to attend these meetings and, in addition, students are encouraged to meet individually with their advisors at least one time per semester. Students are encouraged to communicate with their advisors regarding issues or concerns with which they need assistance. The advisor assists in the following areas:

1. Helps student to work out a plan of study prior to registration each semester.
2. Advises with regard to registration for an Independent Study course.
3. Consults with the student in an attempt to resolve problems or concerns with particular courses, either inside or outside of the TR curriculum. The student is expected to attempt resolution of problems independently before seeking assistance from the advisor.
5. Students are responsible for ensuring that they meet all EMU requirements for graduation.
6. It is the student's responsibility to contact and make an appointment with their faculty advisor during office hours.

OVERRIDE POLICY

Instructor of a course is the only person authorized to issue course override permission.

ACADEMIC PROBATION/DISMISSAL/APPEAL PROCESS

Academic Probation

A student (degree/non-degree) is removed from good academic standing (GPA of 2.0 or better) and placed on academic probation at the end of the semester in which his/her cumulative grade point average in courses taken for undergraduate credit at Eastern Michigan University is less than 2.0 based on the student's completion of at least twelve undergraduate hours. An undergraduate student placed on academic probation who does not remove his/her probationary status at the end of the next three periods of enrollment (spring and summer equal one enrollment period) is dismissed from the University for academic reasons.

1. At the end of any semester in which a student's cumulative grade point average falls below 2.0, he/she is placed on academic probation. A letter is sent to the student from Records & Registration indicating the probationary status.
2. In the case that a student's cumulative grade point average is still below 2.0 at the end of the subsequent period of enrollment, the student will remain on academic probation.
3. A letter is sent to the student from Records & Registration indicating that enrollment in only one more semester will be allowed.
4. If the student's cumulative grade point average remains below 2.0 at the end of the third semester of probation he/she is dismissed from the University.

When the student's cumulative grade point average rises to 2.0 or above during any probationary period, the student is removed from academic probation.

Dismissal Process

At the end of the academic coursework prior to the Internship, students must have a cumulative grade point average of at least 2.75. If a student fails to meet this criteria s/he will be dismissed from the Program. A letter of dismissal is sent to the student from the Director of the Therapeutic Recreation Program.

After the dismissal letter is received, the student may appeal the expulsion from the Therapeutic Recreation Program by submitting an appeals petition (letter form) for re-entry to the Director of the Therapeutic Recreation Program. This petition should include information that reveals the causes of the student's academic problems, the modification/changes in the student's individual situation which have occurred and how such will presumably help to rectify the situation; and the student's proposed plan of action to become successful in his/her studies.

Appeal Process

Upon receipt of the appeals petition, it is the responsibility of the Dean, CHHS to uphold the dismissal decision, re-admit the student, or initiate the appeals process with the Academic

Dismissal Appeals Board. A review by the board may not be considered for dismissed students with a GPA of less than 2.0 unless extreme circumstances can be documented.

- A. The dean of CHHS will notify the chair of the Academic Dismissal Appeals Board.
- B. An appeals hearing will be held within 30 days of the receipt of the appeals decision.
- C. The appeals hearing will adhere to the following guidelines:
 - 1. A detailed record shall be kept of the hearing, preferably a taped sound recording.
 - 2. The student shall be permitted an adviser. The adviser must be a member of the University community (staff, full-time faculty or student).
 - 3. The hearing shall be open unless the student requests a closed hearing.
 - 4. The student may call witnesses and the Academic Dismissal Appeals Board may question the witnesses called.
 - 5. All deliberations of the Academic Dismissal Appeals Board will be in executive sessions.

Additional Appeals

An additional appeal will be considered only if new evidence is presented.

GRADUATION REQUIREMENTS

Before receiving a diploma, certain requirements must be fulfilled. It is the student's responsibility to see that all requirements are met.

Graduation Fee

A non-refundable graduation fee is to be paid when a student makes application for graduation at Records and Registration; 303 Pierce Hall (734) 487-4203. Applications can be found on line at the following address: .

Application for Graduation

Candidates for graduation must submit to Records & Registration a Diploma Application at the time of registration for the semester or session in which they plan to complete requirements for a graduate degree.

- Fall registration for December graduation
- Winter registration for April graduation
- Spring registration for June graduation
- Summer registration for August graduation

Diploma applications may be obtained in the Records & Registration Office, Cashier's Office, and applications also may be found in the Class Schedule Bulletins. The completed application, together with the application fee, should be turned in at the Cashier's Office, Pierce Hall.

Participating in Commencement prior to the Internship

Students who schedule a spring/summer internship may elect to “walk” in the commencement held in April. The reason for this provision is that there is no commencement ceremony in August when the internship (and all academic requirements) is completed. You must file with Records your intent to “walk” at the beginning of the Winter semester. This is a separate process from applying to graduate (see above)

Failure to apply for graduation will result in a delay in receiving the degree.

A candidate for graduation who enrolls at another college or university for credit to be transferred to Eastern Michigan University and applied toward meeting degree requirements must submit an official transcript of such credit not later than one month prior to the closing date of the semester in which the degree is to be awarded. Delay of at least one enrollment period in granting the degree will result if transfer credit has not been received by this time. Grade reports and/or letters from instructors will not be accepted in lieu of official transcripts. Special requests for advance verification cannot be honored. **(The student’s degree recommendation letter documents the University’s degree verification process and can be used to inform any employer of the date when the student’s degree verification can be expected.)**

Good Academic Standing and Grade Point Average Requirements for Graduation

Students must maintain a 2.75 grade point average in all courses to remain in good academic standing for graduation with a B.S. degree in therapeutic recreation. Academic status is based on the cumulative grade point average at the end of each semester.

Only grades received in courses taken for credit at Eastern Michigan University are used in computing a student’s grade point average. Grades received in courses accepted as transfer credits are not included in the grade point average.

<h2>STUDENT CONDUCT/GRIEVANCES</h2>
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Students are referred to and are responsible for reading the Undergraduate Catalog in order to obtain specific information regarding the Student Conduct Code and the Grade Grievance Procedure for Undergraduate students. The TR Program Director will review and clarify information on request of the student.

STUDENT ACADEMIC LEAVE FOR PERSONAL REASONS

When a student finds it necessary to temporarily leave the Program for a semester (or more); he/she must follow these procedures prior to leaving campus:

1. Notify assigned advisor
2. Make a written request, including these facts:
 - a. name, date of request, advisor's name
 - b. reason for the leave
 - c. courses in which currently enrolled
 - d. expected length of leave
 - e. date of return
 - f. plans to keep current in the field

The faculty will discuss the student's request and notify the student of its decision.

3. Student must contact his/her advising team prior to the semester returning.

VISITORS IN CLASS

Students are encouraged NOT to bring visitors to class without consulting the instructor prior to class time. This includes children, friends, spouses, pets, etc.

Campus and Curriculum Resources

Advising Career Development Center

The EMU Advising & Career Development Center is a great resource for students where they can get advice and counsel on how to develop their resume, search for internships or jobs, prepare for an interview and so much more! You can find more information on their website at <https://www.emich.edu/uacdc/mission-statement/index.php>

Disability Resource Center (DRC)

The Eastern Michigan University (EMU) Disability Resource Center (DRC) views disabilities as an integral part of the rich diversity of our campus community and society. We work collaboratively with students, faculty and staff to create an accessible, sustainable, and inclusive educational environment for all students. The DRC acknowledges that classroom and campus accessibility needs and considerations are expanding as more classes and campus experiences incorporate online and technological components. The DRC staff is dedicated to providing access to students, faculty and staff with resources to educate and create an equitable campus experience for the EMU community. For more information, the DRC can be reached 734-487-2470 or drc@emich.edu or <https://www.emich.edu/drc/index.php>

Holman Success Center

The Holman Success Center provides a variety of academic services to students to assist in developing necessary skills for effective performance. Such services provided are Eagle Study Tables, Drop-in Tutoring, Peer Mentoring, Success coaching and various academic skill workshops. Workshop topics available are: Exam and Test prep; Organizational skills; How to Take Notes; Time Management, etc. The Holman Success Center is located inside the Halle Library. For more information about the Success Center check out their website at <https://www.emich.edu/academic-support-programs/hsc/index.php>

Halle Library

Halle Library is not just where you go for a quiet place to study or check out a book anymore or search the online databases. There are many services that can be beneficial for students. Halle Library includes the Learning Resources and Technologies Center, Audiovisual services, Holman Success Center (see above), The Academic Projects Center, Laptop & equipment borrowing and study and meeting room reservations. There is also a café on the bottom floor. <https://www.emich.edu/library/>

University Writing Center

The University Writing Center (UWC) provides writing support through multiple means to all members of the EMU community—undergraduate and graduate students, international students, post-baccalaureate students, and faculty. The writing center provides one-on-one consulting, online consulting and workshops. There are various locations across campus: Halle Library, Marshall (third floor), Owen, Pray-Harold and Mark Jefferson. Learn more about their services at <http://www.emich.edu/uwc/> or email writingcenter@emich.edu

Honors Program

University Honors College seeks to foster diversity and excellence in academia; and strives to provide an enriched educational experience for its student members through challenging coursework and extra-curricular activities and research. Honors students come from all majors and departments at EMU and include transfer, traditional, and non-traditional students. They are athletes, first generation college students, research assistants, and international students. Learn more about the Honors College at <https://www.emich.edu/honors/about/>

Family Rights and Privacy Act

The Family Rights and Privacy Act of 1974 (often called the Buckley Amendment) requires that all students be notified of their rights under the Act, be informed of locations and types of records pertaining to them which are maintained by the University, and the individuals in charge of such records.

In accordance with this Act, students have a right to review their records. Arrangements must be made with the faculty advisor. Records may not be removed from the office and contents may not be removed from the file. The student may add materials to the file.

Student Employment

The college Work-Study Program is a financial aid program sponsored through the University by the U.S. Department of Health, Education, and Welfare. Its purpose is to assist the student with a financial need to earn money for college expenses by working in jobs created over and above regular positions both on and off campus. Specific approval is required for Work-Study and may be secured from Financial Aid, 404 Pierce Hall.

Regular on and off campus employment is available for students. Full information may be obtained from the Student Employment Office in the Career Services Center, 200 McKenny Hall. The Job Location and Development Office develop off-campus part-time career related job opportunities for currently enrolled EMU students. Students may obtain further information by calling (734) 487-0400 or visiting the Career Services Office.

Graduation Audit

When the student has completed a minimum of 95 academic credits, s/he must apply for a graduation audit through Records & Registration 303 Pierce Hall. The Graduation Audit office will process these names and will send each student an audit of their courses.

Commencement

TR students may participate (“walk”) in the April commencement ceremony prior to his/her internship, providing the senior checkout office is notified by the student early during the winter semester. An “intention to walk” application can be obtained through Records & Registration. Please keep in mind that your official graduation date is that of the semester when you finish the internship. Application for graduation, including payment of fee to cover diploma expenses must be completed the first month of your last semester (during your internship). i.e.: May for Spring/Summer graduation. For questions call the Graduation Audit office at (734) 487-4203.

Student Therapeutic Recreation Association

On behalf of the Student Therapeutic Recreation Organization, we would like to welcome you to the Eastern Michigan University Therapeutic Recreation program!

The Student Therapeutic Recreation Organization (STRO) is a recognized campus organization consisting of therapeutic recreation students in the curriculum. General business meetings are held monthly and minimal membership fees are assessed each semester or you can by academic year. The goals for the organization include: promoting the profession of Therapeutic Recreation, service, social and fundraising activities.

There are many benefits of joining STRO!

- Looks great on your resume!
- Social Activities with Therapeutic Recreation peers (conference trips, lunch/dinner outings, networking events)
- Promote STRO and therapeutic recreation through various fundraising events (money helps send students to conferences and cover STRO's expenses).
- Participate in outreach and educational opportunities (presentations to local high schools, information booths around campus and the community)

Students interested in becoming a member of STRO are encouraged to contact the faculty advisor through the TR program or speak to a STRO officer.

Faculty Advisor: Heather Silander, hsilande@emich.edu; 734-487-2526

STRO Email Contact: stroatemu@gmail.com

American Therapeutic Recreation Association

The American Therapeutic Recreation Association (ATRA) is the national membership organization.

VISION STATEMENT

We envision a world where all people have access to Recreational Therapy.

MISSION STATEMENT

We empower Recreational Therapists

Students can join for a discounted rate of \$65/year which is about 34 cents per day! There are payment plans available and you can pay as little as \$5 per month. As a new graduate, you can enjoy the discounted rate for the first year after you graduate so join before you graduate!

There are many reasons to join ATRA:

- Contribute to the growth of the Recreational Therapy Profession
- Membership dues are one-half to one-third of other similar professional organizations.
- Payment plans are available. **About 34 cents/day!**
- Significant membership discounts on conference registrations, publications, and webinars replays.
- Access to and participation in our online blog.
- Free downloadable .pdf versions of all past Annuals in Therapeutic Recreation research journal.
- Free downloadable .pdf versions of the quarterly ATRA Newsletters.
- Free ATRA update webinars six times per year that are available for CEUs.
- Educational opportunities per year such as the Annual Conference, and the ATRA Academy.
- Publications specifically related to professionals' needs, such as Standards of Practice, coverage, and internships.
- Sections as a way to professionally network with CTRSs working in similar facilities throughout the country.
- Scholarship opportunities for students to attend national conferences with provisions for housing and tuition assistance.

As an ATRA member, you can apply for different scholarship opportunities to attend national conferences with provisions for housing and tuition assistance.

[Click here](#) to join today!



Michigan Therapeutic Recreation Association

Michigan Therapeutic Recreation Association (MTRA) is a state chapter of the American Therapeutic Recreation Association. Its mission is “to further the objectives of the ATRA by serving as an advocate for Therapeutic Recreation in order to promote the health and well-being of the public through service, education, research, and the development of standards (michigantra.com, 2019).”

Student membership benefits include eligibility to serve on MTRA committees and reduced rates for conferences/workshops. Currently, a one-year student membership is \$15. Students are urged to become participating members of MTRA. Students can apply on their website: <http://michigantra.com/>

National Recreation & Parks Association (NRPA)

The National Recreation & Parks Association (NRPA) is a comprehensive professional organization serving multifaceted leisure service industry. Many recreation therapists belong to both NRPA and ATRA. To become a member, students can register www.nrpa.org.

Michigan Recreation & Parks Association (MRPA)

The Michigan Parks & Recreation Michigan Recreation & Parks Association (MPRA) is the state chapter of the National Recreation & Parks Association (NRPA). MRPA is a comprehensive professional organization that includes the many diverse disciplines that address the leisure needs of society within the state of Michigan. More information can be obtained by contacting their web site at: <https://www.mparks.org/>

National Council for Therapeutic Recreation Certification

The National Council for Therapeutic Recreation Certification (NCTRC) is the credentialing organization for the field of therapeutic recreation.

Certified Therapeutic Recreation Therapist (CTRS) is the qualified professional providing recreational therapy services and in order to use the CTRS credential, must take and pass the national certification exam after successful completion of your internship and graduation. By earning your CTRS, it shows that you have met the established standards through knowledge and experience.

In the state of Michigan, you do not need a license to practice. Currently, there are only five states that require a license on top of your CTRS credential.

Michigan Therapeutic Recreation Association offers a scholarship that pays for the cost of the NCTRC test. You must be a member to apply for the scholarship. Visit their website to become a member and/or to apply for the scholarship at <http://michigantra.com/>

Steps to Certification *this is done after all coursework is completed

1. Review NCTRC Certification Standards Part 1 Information for New Applicants
<https://nctrc.org/wp-content/uploads/2017/08/1NewAp.pdf>
2. Select the appropriate Path to Certification- most likely at this point you will be choosing the Academic Path <https://www.nctrc.org/new-applicants/paths-to-certification/>
3. Complete and submit your Professional Eligibility Application online using **MY NCTRC LOGIN**.
4. Register for an Exam date that works for you
*Application Tutorial can be located [here](#).

For information on becoming certified visit the NCTRC website, <https://www.nctrc.org/>

The next few pages are resources to get you started in the credentialing process.

NOTE: NCTRC ENCOURAGES APPLICANTS TO USE THIS DOCUMENT AS THEY PREPARE THEIR APPLICATION MATERIALS, BUT ACTUAL SUBMISSION OF THE APPLICATION FOR PROFESSIONAL ELIGIBILITY MUST OCCUR THROUGH THE APPLICANT'S NCTRC ONLINE PROFILE at MY NCTRC LOGIN.



PROFESSIONAL ELIGIBILITY Application

Name as it appears on ID _____

Current Full Mailing Address _____

City _____ State/Province _____ Zip/Postal Code _____ Country _____

Work Phone (include area code) _____ Home Phone (include area code) _____

Fax Number (include area code) _____ E-mail Address _____

<p>Please check appropriate information.</p> <p><input type="checkbox"/> First application for eligibility</p> <p><input type="checkbox"/> Second application for eligibility</p> <p><input type="checkbox"/> Previous certification expired _____</p> <p>Which Application Path are you selecting?</p> <p><input type="checkbox"/> Academic Path (Complete)</p> <p><input type="checkbox"/> Academic Path (Degree Pending)</p> <p><input type="checkbox"/> Equivalency Path A</p> <p><input type="checkbox"/> Equivalency Path B</p>	<p>Do you need special accommodations to complete the exam?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If Yes, please check the following accommodations you are requesting and submit the NCTRC Special Testing Accommodation Application according to the NCTRC instructions. If the required information is not provided, then special accommodations will not be provided at the test site.</p> <p><input type="checkbox"/> Reader <input type="checkbox"/> Marker <input type="checkbox"/> Separate Room</p> <p><input type="checkbox"/> Double Test Time <input type="checkbox"/> Extended Test Time by 1.5</p> <p><input type="checkbox"/> Sign Language Interpreter</p>
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Confidentiality Release (Optional): I agree that NCTRC may release my name and any contact information on record with NCTRC to individuals and/or organizations for educational and/or research purposes. By signing this section, I understand that my name and address will be released on mailing labels requested by organizations, programs, conferences, and special research studies.

Applicant Signature _____ Date _____

Please enclose the Professional Eligibility Application & Exam Registration fee of \$425.00.
Applications submitted using Academic Path (Degree Pending) option require an additional \$25 processing fee (\$450.00)
Payment Options: NCTRC accepts Credit Cards, Checks and Money Orders in US funds.

FOR APPLICATION PREPARATION PURPOSES ONLY - DO NOT SEND TO NCTRC

Academic Preparation: Submit an **official** academic transcript for each college/university listed below. A student transcript copy is acceptable if it is the official student copy from the school. For those applying Academic Path (Complete), transcripts must indicate the date of graduation and the degree awarded. All transcripts **must accompany this application**. All transcript information must be in English or be accompanied by a notarized translation to English. List all courses that relate to the NCTRC Professional Eligibility Standards found in the *Certification Standards*. Enclose official course outlines for any independent study or special projects course listed below. Please print in ink or type all information.

College/University Name	State	Dates Attended	Major	Degree	Degree Date
		to			
		to			
		to			
		to			

Therapeutic Recreation Course Title (Only list content courses worth 3 or more credit hours each)	Course Prefix	Course Number	Course Credit

General Recreation Course Title (Only list content courses worth 3 or more credit hours each)	Course Prefix	Course Number	Course Credit

Supportive Course Title (Only list support courses worth 3 or more credit hours each)	Course Prefix	Course Number	Course Credit
Anatomy/Physiology			
Human Growth & Development Across the Lifespan			
Abnormal Psychology			

FOR APPLICATION PREPARATION PURPOSES ONLY - DO NOT SEND TO NCTRC

ELIGIBILITY QUESTIONS & DECLARATION

Mandatory Sections: Please complete all sections on this page for your application to be reviewed. The Declarations must be signed in the presence of a Notary Public and have the proper seal affixed as evidence. NCTRC will not accept a notary without an affixed notary seal. A Notary is a public officer who attests or certifies writings to make them authentic.

ELIGIBILITY QUESTIONS

Please complete the following questions. A **“YES”** response to any of the questions posted below requires supporting documentation relevant to your response. NCTRC must be notified immediately if your response to any of the following questions changes during the period of your active certification.

1. Do you have a **disabling condition or addiction to any substance** that could impair competent and objective professional performance of therapeutic recreation services and/or jeopardize public health and safety? **YES or NO:** _____
2. At any time, have you been subject to an **investigation or disciplinary action** by a health care organization, professional association, governmental entity or regulatory or licensing agency or authority? **YES or NO:** _____
3. Have you ever been convicted, found or entered a plea of guilty or *nolo contendere*, or are you presently being **investigated or charged with any felony or misdemeanor** directly relating to therapeutic recreation services or public health and safety? **YES or NO:** _____

Questions #2 and #3 include, but are not limited to investigations or disciplinary actions by an employer, state or federal licensing agency, and/or any crimes involving violence, rape, assault, sexual abuse, use or threatened use of a weapon, and/or the prohibited sale, distribution or possession of a controlled substance. On an attached sheet of paper you must identify all investigations, allegations, charges and outcomes. Attach documentation if available. Note: if you are currently imprisoned, on probation or parole or a case is being appealed, NCTRC will deny certification or recertification until 3 years following the exhaustion of your appeal, completion of probation or parole, or final release from imprisonment, whichever is later.

DECLARATIONS - NCTRC PROCESSING AGREEMENT

NCTRC agrees to process your application subject to your agreement to the following terms and conditions.

1. To be bound by and in compliance with all NCTRC Certification Standards and procedures.
2. To authorize NCTRC to disclose, publish and/or release, in the sole discretion of NCTRC, any information regarding your certification or recertification application or status and any final or pending disciplinary decisions.
3. To waive any claims against and release from all liability NCTRC, its officers, directors, employees, committee members, and agents arising out of NCTRC's review of your application, or eligibility for certification, renewal, recertification or reinstatement, conduct of the examination, or issuance of a sanction or other decision.
4. To only provide information in your application to NCTRC that is true and accurate to the best of your knowledge.
5. To abide by all NCTRC testing conditions as published from time to time.

NOTARIZATION OF NCTRC APPLICATION AND AGREEMENT TO ALL TERMS OF DECLARATIONS

AGREEMENT: By signing, I acknowledge and affirm that I have carefully read and understand NCTRC's standards, rules and requirements and that I agree to abide by these terms and to be bound by all of the provisions of the Declarations Agreement above. Your signature must be in the presence of a notary public, sworn to under oath and penalty of perjury, and must be affixed with an official notary seal. Applications without a notary seal will not be accepted.

PRINTED NAME: _____ SIGNATURE: _____ DATE: _____

NOTE: NCTRC ENCOURAGES APPLICANTS TO USE THIS DOCUMENT AS THEY PREPARE THEIR APPLICATION MATERIALS, BUT ACTUAL SUBMISSION OF THE APPLICATION FOR PROFESSIONAL ELIGIBILITY MUST OCCUR THROUGH THE APPLICANT'S NCTRC ONLINE PROFILE at MY NCTRC LOGIN.

Therapeutic Recreation & Health Related Organizations

Therapeutic Recreation and Recreation Organizations

American Therapeutic Recreation Association
Michigan Therapeutic Recreation Association
National Council for Therapeutic Recreation Certification
Therapeutic Recreation Directory
What the Rec?
I Am a Recreational Therapist- www.iamarecreationaltherapist.com

Health Related Organizations

Alzheimer's Association- <https://www.alz.org/>
American Association for Geriatric Psychiatry- <https://www.aagponline.org/>
American Association for Respiratory Care- www.aarc.org
American Association of Cardiovascular and Pulmonary Rehabilitation- <https://www.aacvpr.org/>
American Board of Quality Assurance- <https://www.abqaurp.org/>
American Brain Tumor Association- <https://www.abta.org/>
American Cancer Society- www.cancer.org
American Chronic Pain Association- <https://www.theacpa.org/>
American Deficit Disorder Association- <https://add.org/>
American Diabetes Association- www.diabetes.org
American Foundation for AIDS Research- <https://www.amfar.org/>
American Geriatric Society- <https://www.americangeriatrics.org/>
American Heart Association- <https://www.heart.org/>
American Lung Association- <https://www.lung.org/>
American Medical Association- <https://www.ama-assn.org/>
American Neurological Association- <https://myana.org/>
American Orthopedic Association- <https://www.aoassn.org/aoaimis/aoanew>
American Osteopathic Association- <https://osteopathic.org/>
American Parkinson Disease Association- <https://www.apdaparkinson.org/>
American Psychiatric Association- <https://www.psychiatry.org/>
American Psychological Association- www.apa.org
American Red Cross- www.redcross.org
American Society of Addictive Medicine- <https://www.asam.org/>
Anxiety Disorders Association of America- <https://adaa.org/>
Arthritis Foundation- <https://www.arthritis.org/>
Autism Speaks- <https://www.autismspeaks.org/>
Autism Alliance of Michigan- <https://autismallianceofmichigan.org/>
Brain Injury Association of America - <https://www.biausa.org/>
Center for Cross-Cultural Health- www.crosshealth.com
Centers of Medicare and Medicaid- <https://www.cms.gov/>

Child Life Council- <https://www.childlife.org/>
Children’s Heart Foundation- <https://www.childrensheartfoundation.org/>
Gerontological Society of America- <https://www.geron.org/>
Huntington’s Disease Society of America- <https://hdsa.org/>
Joint Commission on Accreditation of Healthcare Organizations-
<https://www.jointcommission.org/>
Michigan Recreation and Park Association- <https://www.mparks.org/>
National Alliance for the Mentally Ill- <https://nami.org/>
National Alliance of Breast Cancer Foundation- <https://www.nationalbreastcancer.org/>
National Association for Children of Alcoholics- <https://nacoa.org/>
National Association for Down Syndrome- <https://www.nads.org/>
National Cancer Institute- <https://www.cancer.gov/>
National Clearinghouse for drug and alcohol Information- <https://nnlm.gov/>
National Eating Disorders Association- <https://www.nationaleatingdisorders.org/>
National Institute of Child Health and Human Development-
<https://www.ninds.nih.gov/node/6819>
National Institute of Mental Health- <https://www.nimh.nih.gov/index.shtml>
National Institute of Health- <https://www.nih.gov/>
National Medical Association- <https://www.nmanet.org/>
National Multiple Sclerosis Society- <https://www.nationalmssociety.org/>
National Osteoporosis Foundation- <https://www.nof.org/>
National Recreation and Park Association- <https://www.nrpa.org/>
National Rehabilitation Association- <https://www.nationalrehab.org>
National Rural Health Council- <https://www.ruralhealthweb.org/>
National Safety Council- <https://www.nsc.org/>
United Spinal Association- <https://www.unitedspinal.org/>
National Stroke Association- <https://www.stroke.org/>
National Tourette Syndrome Association- <https://tourette.org/>
National Women’s Health Information Center- <https://www.aahd.us/>
Neuropathy Association- <https://www.ninds.nih.gov/>
Society for Neuroscience- <https://www.sfn.org/>
Society for Pediatric Pathology- <https://www.spponline.org/>
Spina Bifida Association- <http://spinabifidaassociation.org/>
Starlight Foundation- <https://www.starlight.org/>
The National Brain Tumor Society- <http://braintumor.org/>
The Juvenile Diabetes Association- <https://www.jdrf.org/>
The Leukemia & Lymphoma Society- <https://www.lls.org/>
Turner Syndrome Society of the United States- <https://www.turnersyndrome.org/>
World Health Organization- <https://www.who.int/>
World Leisure Organization- <http://worldleisure.org/>

Activities & Adaptive Activities Resources

Certified Therapeutic Recreation Specialists (CTRS), will plan and implement a variety of activities for their clients/participants. It is important to be prepared to think of an activity at a moment's notice. For this reason, it is important to be familiar and up to date on the latest games, activities and adaptive equipment/technology.

Therapeutic Recreation activities may range from being fully assistive to without aids. A CTRS also may work with the latest technologies from Virtual Reality to the original game of ring toss or balloon volleyball. The following links to websites is just some resources that can assist a CTRS in planning and implementing activities that focus on all domains (physical, social, cognitive, emotional, spiritual).

<http://www.group-games.com/>

<https://www.recreationtherapy.com/tx/actindex.htm>

<https://www.teampedia.net/wiki/>

<http://wilderdom.com/>

<http://wilderdom.com/games/InitiativeGames.html>

<http://wilderdom.com/games/TrustActivities.html>

Adaptations is the process of changing materials, activities, environment, participants, and instructional strategies so everyone can participate. A CTRS should be prepared to adapted materials, activities, the environment, participants (their role, position within activity, etc.), and how they instruct. A CTRS should also know about various adaptive equipment and technology. The following websites are just a few resources available.

<http://www.beadaptive.com/>

<https://www.adaptivemall.com/>

<https://www.nichd.nih.gov/health/topics/rehabtech/conditioninfo/device>

<https://hiehelpcenter.org/treatment/assistive-adaptive-technologies/recreation/>

Student/Agency Manuals

Fieldwork & Internship Manuals

Student/Agency Manual for Fieldwork
in Therapeutic Recreation

School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197

Revised 2015

Dr. David W. Thomas

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Introduction

Therapeutic Recreation Fieldwork experiences are offered for credit by Eastern Michigan University and are required of all students majoring in Therapeutic Recreation at the University. The Therapeutic Recreation program is housed within the College of Health & Human Services.

The term "fieldwork" refers to a supervised educational work experience within a health-care or human service agency. It is a requirement of the program that students majoring in therapeutic recreation have three (3) 60-hour fieldwork experiences prior to the internship. Each fieldwork needs to be completed in a different setting under the supervision of a CTRS. The Student, Agency and University should recognize the relative importance of the fieldwork experience in the student's overall education.

The fieldwork is a cooperative arrangement between the School of Health Sciences at Eastern Michigan University, and an approved agency where the student obtains pre-professional leadership, supervisory, and/or administrative experience of a practical nature under the supervision of qualified and experienced personnel from both the Agency and University.

The opportunity to engage in the practical application of theories and guidelines learned in the classroom is afforded each student through the fieldwork course. It is through the fieldwork that the student comes to realize his/her skills, professional stature and goals, and provides insight into future determination of the internship.

This manual has been developed to provide specific details regarding the fieldwork program in the School of Health Sciences at Eastern Michigan University. It serves three distinct purposes:

- 1) to provide the student agency and university supervisors with details regarding policies, procedures and responsibilities of the student and agency.
- 2) to promote communication and understanding between the triad of participants in the Internship program (student, agency, university).
- 3) to define the fieldwork through delineation of its goals, objectives, and procedures.

Procedures for the Fieldwork Program

- 1) Students signing up for a 1-credit fieldwork experience (THRC 250, 251, 252) must have completed, at minimal, the THRC 100 Foundations & Advancement of Therapeutic Recreation class. Only one fieldwork experience is permitted per semester.
- 2) Fieldwork settings must be selected from the approved field work site list provided by the Director of Therapeutic Recreation. Make sure that each field site selection is different from any previous fieldwork experiences.
- 3) The direct supervisor of the agency, needs to be a CTRS. Although most contacts outlined in the field work site list are CTRS's, the student should verify since the information on the site list may not be current.
- 4) Students will make the initial contact to the agency to determine whether fieldwork openings presently exist. Once the supervisor is willing to accept the student, which may include an interview, the student should communicate the agreement to the Director of Therapeutic Recreation.
- 5) Scheduling of hours should be made in advance with the supervisor. Remember, your exact hour preferences may not always be accommodated. You need to work into the scheduling system already in place at the agency.
- 6) It is recommended that the 60 hours are spread out over the semester and include only times where actual programming and other client-centered activities are taking place.
- 7) Please refer to the TR Student Handbook for information on immunizations and other screening processes prior to beginning a fieldwork. Because each agency differs in their screening requirements it is imperative that you begin early in the semester to investigate specific requirements pertinent to the agency and prior to beginning the fieldwork.

Goals of the Fieldwork Program

Each student brings a different skill set into the fieldwork. Some students have had previous experience, and may also have more academic course in TR completed. For other students, this may be the first exposure to people with disabilities and the use of therapeutic recreation as a process for health restoration. The following list should serve as a guide as to potential goals that could be addressed in the fieldwork. It is up to you and your supervisor to discuss specific outcomes based on your comfort level, prior experience and education. The beginning student should have direct supervision at all times.

- 1) Understand the nature of the agency and the role of the CTRS at such an agency.
- 2) Conduct client assessments using a variety of methods (i.e. interview, observation, standardized instruments) as a basis for appropriate interventions.
- 3) Apply techniques of activity analysis, selection and adaptation.

Goals of the Fieldwork Program (continued)

- 4) Demonstrate activity leadership skills.
- 5) Develop an individualized treatment program using the TR Process.
- 6) Apply a variety of facilitation techniques which reflect best practices in conducting programs/interventions.
- 7) Demonstrate documentation of client behavior and effectiveness of interventions which includes discharge summaries.
- 8) Basic understanding of organizing and managing services within the TR department.
- 9) Demonstrate the ability to effectively communicate with clients.
- 10) Familiarity with advocacy and public relation efforts of TR within and outside the agency.

Student Requirements

- 1) Students need to develop, in concert with their supervisor, a list of 3 outcomes (minimally) that can be achieved over the course of 60 hours. This list should be forwarded to the TR Program Director for approval before beginning the fieldwork.
- 2) Regular reports need to be submitted to the TR Program Director after every 10 hours of involvement. The report should address any activity that brings you closer to meeting your goals. Reflections on how you process your experiences is critical as well. For example, what was a reaction of a client based on your interaction? What did you feel went well, and not so well. How would you approach something differently the next time?
- 3) At the conclusion of the fieldwork, a write-up of the entire experience is required. What was your progress toward the goals you set at the beginning? What did you learn? What experiences exceeded expectations? What frustrations did you encounter? The final paper should be at least 2 pages typed.
- 4) Attached to the final paper you should attach the evaluation form which is completed by your supervisor. (p. 9)

Agency Supervisor Responsibilities

- 1) Become familiar with the objectives and procedures established by the University for the fieldwork experience. Assist the student in developing goals which can feasibly be completed within the 60 hour time frame. Goals should be consistent with the student's background (education & experience) and comfort level. (See the sample of goals on p.1).
- 2) Orient the Student to the policies and objectives of the Agency and Department and establish a schedule of work activities. It is suggested that this be done at the beginning to enable the Student to gain a better understanding of his/her involvement in the total operation of the Agency during the fieldwork period. Assign initial tasks within the Student's abilities and gradually upgrade the assignments and responsibilities.
- 3) Provide the student with meaningful experiences that will help the student progress toward his/her goals. Menial work such as organizing a closet should not be part of the fieldwork experience.
- 4) Students should be supervised by a designated supervisor with N.C.T.R.C. certification. The supervisor should be readily accessible to the student.
- 5) Completion of an evaluation of the Student's performance during the fieldwork period. (See p. 9). All individuals involved in the Student's supervision should be consulted for the evaluation. Following completion of the evaluation, the Agency Supervisor should discuss the evaluation with the Student. The student will attach the signed evaluation to his/her final report.

University/Agency Agreement Form

Agency _____

Address _____

Supervisor _____

This agency will accept the following student for a 60-hour fieldwork in therapeutic recreation for the period and under the specifications listed below:

Name of Student _____

Starting Date _____

Hours: _____

Goals of Field work

Upon completion of the 60 hours, I plan to complete the following outcomes:

1) _____

2) _____

3) _____

3) _____

(Attach another sheet of paper for additional goals)

Student Signature

Date

Supervisor Signature

Title

Date

**FIELD WORK
EVALUATION FORM
THRC 250, 251,252
(Circle one)**

Name of Agency: _____

Address: _____

Supervisor: _____

Phone: _____

This is to verify that _____ has participated in a
(Name of Student)

60/120/180 hour practical experience with _____ clients.
(Circle One) (Type of disability)

Dates of experience: _____

Involvement included: _____

Comments on Student's Performance: _____

(Signature of Student)

(Signature of Supervisor) _____
(Date)

If you have any questions, please call: Dr. Thomas, Instructor, (734) 487-6839
or e-mail at: dthomas@emich.edu



EASTERN MICHIGAN UNIVERSITY

Dear Colleague,

Thank you for agreeing to supervise a therapeutic recreation student from Eastern Michigan University for his/her 60 hour field work requirement (i.e. THRC 250, 251 or 252). Three (3) Field Work classes are required for all students in the program and need to be completed before an internship is started. Each student enters into his/her field work class with a different level of academic and practical experience. To best accommodate the specific needs of the student, I would like to ask you, the practitioner supervisor, to develop in collaboration with the student at least 3 outcomes that can be realistically achieved over the 60 hour field work experience. A form, which is included in the Field Work Manual p. 8, should be completed and signed by both you and the student, and returned to me by the student. A sample of goals/outcomes are listed on pages 5 & 6.

In general (but not always), students who are taking their first Field Work class (THRC 250) are just beginning the program and would have less familiarity with the TR process. Such a student might benefit from assisting with activities with direct supervision, observing interactions, learning about the medical records and agency charting system and other preliminary skills. On the other hand, students who are in their last Field Work (THRC 252), would probably benefit from a more challenging experience and would likely have some background in interviewing patients, leading small group activities, documenting progress in draft form, and other higher level skills. The best approach is to sit down the 1st day with the student and discuss his/her background, comfort level and interests before setting outcomes.

Lastly, at the conclusion of the student's field work, I would like you to complete a short evaluation form of the student's performance. The form is available on p. 9 of the Field Work Manual. The student will attach the evaluation form to his/her summary paper and submit to me.

Again, thank you for your dedication and time to help train a future therapeutic recreation professional. Your commitment to the profession is much appreciated. Please feel free to contact me with any questions or concerns at any time.

David Thomas

David Thomas, EdD, CTRS
Professor of Therapeutic
Recreation 734-487-6839
dthomas@emich.edu

**Student/Agency Manual for Internship
In Therapeutic Recreation**

**School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197**

**Revised 2016
Dr. David W. Thomas**

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Introduction

Therapeutic Recreation Internships are offered for credit by Eastern Michigan University and are required of all students majoring in Therapeutic Recreation at the university. The Therapeutic Recreation program is housed in the School of Health Sciences within the college of Health & Human Services.

The term “Internship” refers to a supervised educational field-work experience within a health-care or human service agency. Since this experience constitutes a substantial amount of the student’s academic preparation, it is considered a vital pre-professional experience. The Student, Agency and University should recognize the relative importance of the internship experience in the student’s overall education.

The Internship is a cooperative arrangement between the Therapeutic Recreation program and the approved internship agency under the supervision of qualified and experienced personnel from both the agency and university Therapeutic Recreation program.

The opportunity to engage in the practical application of the theories and guidelines learned in the classroom is afforded each student through the Internship program. It is through the internship that students come to realize his/her skills, professional stature and professional goals. Some may choose to immediately pursue a career as a recreation therapist while others may feel they need more education before making career decisions. Whatever the choice, the individual student will have matured through his/her involvement in the internship.

This manual has been developed to provide specific details regarding the Internship program in the School of Health Sciences at Eastern Michigan University. It serves three distinct purposes:

- 1.) To provide the student agency and university supervisors with details regarding policies, procedures and responsibilities of the student, agency and university.
- 2.) To promote communication and understanding between the triad of participants in the Internship program (student, agency, university).
- 3.) To define the Internship program through delineation of its goals, objectives, and procedures.

Purpose of the Internship Program

The purpose of the Internship Program is to provide a planned transition from the university curriculum to a professional setting. In the internship the student will test the practical application of the theories of therapeutic recreation practice in the agency setting under the guidance and supervision of an agency professional and university faculty member. The therapeutic recreation internship involves participation in a therapeutic recreation program of an agency or institution under the supervision of a nationally certified Therapeutic Recreation Specialist (CTRS) who demonstrates in practice the delivery of the "TR Process" or "APIE". As part of the internship, the student is evaluated by the agency supervisor and university supervisor. In addition, the student continually reviews his/her own knowledge, skills, accomplishments, and professional growth as they apply to preparation for entry into the health-care and human services professions.

Objectives/Competencies of the Internship Program

- 1.) Understand the nature of the agency and the role of the CTRS at such an agency
- 2.) Conduct client assessments using a variety of methods (i.e. Interview, observation, standardized instruments) as a basis for appropriate interventions.
- 3.) Apply techniques of activity analysis, selection and adaptation.
- 4.) Integrate activity leadership skills.
- 5.) Develop an individualized treatment program using the TR Process/APIE.
- 6.) Apply a variety of facilitation techniques which reflect best practices in conduction programs/interventions.
- 7.) Demonstrate documentation of client behavior and effectiveness of interventions which includes discharge summaries.
- 8.) Basic understanding of organizing and managing services within the TR department.
- 9.) Demonstrate the ability to effectively communicate with disciplinary teams.
- 10.) Familiarity with advocacy and public relation efforts of TR within and outside the agency.

Eligibility for Internship

Only students who have fulfilled the following criteria will be eligible for the internship:

- 1.) Completion of all coursework
- 2.) 2.75 grade point required in major coursework
- 3.) Completion of 180 clinical field work hours
- 4.) Approval of the University Therapeutic Recreation Director

In Addition many clinical agencies may require:

- 1.) Evidence that shows all immunizations are up to date
- 2.) Hepatitis B immunization
- 3.) TB Vaccine
- 4.) A recent physical (you may want to do this while you are still on your parents health plan)
- 5.) Blood borne pathogen training
- 6.) A copy of students current First Aid and C.P.R certificate
- 7.) Proof of personal liability insurance

It is imperative for the students to discover specific agency requirements in advance so that the Internship may begin without delay during the appropriate semester.

W.S.I

Some agencies, especially in rehabilitation settings, recommend that students have a current W.S.I. or Lifesaving certificate. If you plan to perform an internship in a rehabilitation facility and/or have an interest in aquatics you should plan to obtain a Water Safety Instructor or Lifesaving certificate sometime during your senior year.

General Guidelines

- 1.) A student may take additional classes while serving his/her Internship only in special circumstances and when approved by both the Agency and the University Supervisor. Arrangements must be approved in writing at least 10 weeks prior to the internship.
- 2.) A student may receive a salary while engaged in the internship.
- 3.) A student is expected to select his/her own internship site. The university TR Director, will provide assistance if needed.
- 4.) An Internship site must have a currently certified Therapeutic Recreation Specialist (CTRS). NCTRC will not grant you certification if your Internship experience was supervised by someone without a valid CTRS credential in place at the start of your Internship. (Check this when you inquire about placement and make sure you have a copy of the supervisor's certificate card for your own records). In addition, the agency supervisor must have worked full-time with the CTRS credential for a minimum of one year prior to accepting a student.
- 5.) The internship site must allow the students to practice the "TR Process" or "APIE" as defined by the knowledge and skills in the NCTRC Job Analysis Study. This means assessment for the purpose of intervention, individual program/treatment planning, evaluation of individualized program/treatment plan, documentation, working with disciplinary teams and human service providers, organizing and managing services, outreach/advocacy, public relations, and professional development. Please use **the "NCTRC Job Analysis Task Area" form on page 23 as a guide during the student's educational development.**
- 6.) Internship verification should occur at least 15 weeks before the start of the Internship.
- 7.) Permission must be given by the University TR Director as to:
 - A.) Suitability of the proposed Internship site
 - B.) Eligibility of the students enroll for the internship

Student Responsibilities

- 1.) The student is required to work a minimum of 40 hours a week for a minimum of 15 weeks (600 hours total). Any anticipated deviation from these time frames must be discussed in advance with the University TR Director (at the time of the Internship Application due date).
- 2.) The student must complete the following requirements in addition to requirements imposed by the agency:
 - A.) An Internship notebook
 - B.) Weekly reports
 - C.) Project
- 3.) Students are required to make contact with the University TR Supervisor through weekly reports through email attachments.
- 4.) Students are expected to arrange a pre-Internship meeting, either individually or in a group, with the University TR Supervisor.
- 5.) Students are expected to bear all expenses incidental to living in the area of the internship placement including housing cost.
- 6.) Students should acquaint themselves with the clinical affiliation agreement between the agency and EMU to satisfy the provisions relevant to students.
- 7.) Students are expected to accept responsibility for (a) notifying the agency supervisor when absence from work is necessary, (b) appropriate dress for all assignments, and (c) personal and professional behavior which is consistent with the American Therapeutic Recreation Association Code of Professional Ethics.

Student Objectives

- 1.) To become aware of domain characteristics and needs of patient/consumer.
- 2.) To become aware of therapy intervention and your role in team treatment.
- 3.) To enhance knowledge of self and the group dynamics process to better aid in a therapeutic treatment process and leadership setting.
- 4.) To apply theoretical frameworks in practice settings.
- 5.) To enhance written and verbal communication skills relative to personal interactions and written and verbal assessments.
- 6.) To develop appropriate assessment, evaluation, judgement, and decision making techniques relative to clients/patients/consumers/
- 7.) To develop and plan treatment interventions for clients/patients/consumers
- 8.) To document patient/consumer progress and adapt treatment plans accordingly.
- 9.) To become familiar with various community programs clients may be referred to.

University Supervisor Responsibilities

- 1.) Will maintain contact the Agency Supervisor and Student during the internship.
- 2.) Will assist the student, when needed, in identifying an internship placement compatible with interests and skills.
- 3.) To represent the University in all official arrangements with cooperating agencies.
- 4.) To review and evaluate all student written assignments required.
- 5.) To determine the final grade for the internship student through consultation with the Agency Supervisor
- 6.) To maintain open communication at all times with the agency concerning their cooperation and supervisor of the student.

Agency Supervisor Responsibilities

- 1.) Become familiar with the objectives and procedures established by the University for the Internship.
- 2.) Orient Student to the policies and objectives of the Agency and Department and establish a weekly schedule of work activities. It is suggested that this be done at the beginning to enable the Student to gain a better understanding of his/her involvement in the total operation of the Agency during the internship period. Assign initial task within the Students abilities and gradually upgrade the assignments and responsibilities.
- 3.) To acquaint students with the organizational hierarchy (organizational chart), and administrators policies regarding organizing, directing evaluating work performances.
- 4.) Involve the student in as many program operations as is feasible.
 - a.) Leadership
 - b.) Supervisory
 - c.) Administration
- 5.) Expose students to total operations of department program.
 - a.) Reports (client and departmental)
 - b.) Departmental meetings
 - c.) Intra-institutional meetings
 - d.) Public relations
 - e.) Budgeting
- 6.) Train students on implementing the APIE process of assessment, treatment, planning, and implantation of the plan and evaluation of outcomes related to client progress.
- 7.) Provide the student with meaningful experience throughout the internship period. It is expected the student would be involved in most facets of the Department's operation.

- 8.) Students should always be supervised by a designated supervisor with N.C.T.R.C, certification. Interns should meet on a regular basis with the supervisor to review their experiences, set goals and evaluate their performance.
- 9.) Assign projects that s/he feels will enhance the student learning experience, while at the same time providing a service to the institution/agency.
- 10.) Engage the student in weekly meetings which focuses on concerns, reflections, and performance. Verbal evaluation/suggestions is an ongoing process.
- 11.) Complete two (2) evaluations of the Student's performance during the internship period (form included). All individuals involved in the students' supervision should be consulted for the evaluation. Following completion of the evaluation, the Agency Supervisor should discuss the evolution with the student and provide an opportunity for the student to respond. The Agency Supervisor should forward each completed evaluation form to the University TR Director.

Internship Project

- I. Criteria for the Internship Project
 - A.) That it will make a meaningful and significant contribution to the Agency.
 - B.) That it is meaningful to the Student
 - C.) That it will be a learning experience for the Student.
- II. Examples of Types of Internship projects
 - A.) Research
 - 1.) Develop and implement an interest survey
 - 2.) Accessibility study
 - 3.) Preparation of grant
 - 4.) Feasibility study
 - B.) Resource
 - 1.) Volunteers manual
 - 2.) Public relations brochure
 - 3.) Guide book
 - C.) Program
 - 1.) Plan, implement, evaluate a new program/protocol
- III. Format for proposal
 - A.) Purpose of the project
 - B.) Introduction
 - 1.) State the problem and/or need for the project.
 - 2.) Present a rationale which includes the contributions of the project.
 - C.) Objectives
 - 1.) Measurable objectives (outcomes you expect to achieve).
 - 2.) Describe how the project will be conducted.
 - 3.) Include a time table of how you plan to proceed.

- D.) Evaluation
 - 1.) Describe how the project will be evaluated. (How will you determine its effectiveness?).

- IV. Guidelines for writing/approval of the proposal
 - A.) Approximately two typewritten pages.
 - B.) Outline form when appropriate.
 - C.) Approval of the proposal must be secured from the University Supervisor and Agency Supervisor prior to starting the project.

- V. Guidelines to consider for writing/evaluating the Internship project
 - 1.) Shows consistency between proposal and project.
 - 2.) Cooperate with others as necessary.
 - 3.) Ability to work independently on project.
 - 4.) Conduct necessary research on project.
 - 5.) Seek help and information when necessary.
 - 6.) Demonstrate value of project to the Agency/Department.
 - 7.) Demonstrate quality in organization, content, and appearance.

- VI. Due date: Due to the Agency Supervisor within 7 days prior the Students last day.
Due to the University TR Supervisor at conclusion of internship.

Internship Notebook

I. Value and Purpose of an Internship notebook

Collection of materials which could be valuable to have as a reference when someday employed.

II. Materials to collect

Depending on the type of agency, the following are suggested to content areas from which to collect information:

- a.) Program-planning, operations, evaluation, assessment forms.
- b.) Financial Management-budget, cost-benefit analysis, record-keeping.
- c.) Administration-Policies, procedures, continuous quality improvement instruments.
- d.) Personnel Practices-Job descriptions, staff evaluation forms.
- e.) Public Relations-examples of intra and inter agency cooperation, publicity brochures, in-service training outlines, community advocacy efforts, press releases.
- f.) Facility Design-Specifications, ADA compliance.
- g.) Professional Development-conferences, writing articles, advocacy.
- h.) Maintenance- materials, work schedules, equipment, indoor/outdoor areas and facilities.
- i.) Leadership- program, staff, community.
- j.) Research- design, implementation, evaluation.
- k.) Format: Logical, organized and usable system. Allow space and use a method that which enables continuation of the files for future additions.
- l.) Due to Agency Supervisor within 10 days of the intern's last day of work.

Weekly Report - Recommended Format

Eastern Michigan University

Therapeutic Recreation Internship

NAME _____ REPORT/WEEK NO. _____

HOURS WORKED FOR THE WEEK _____ OVERALL TOTAL _____

DAYS ABSENT FROM WORK _____ (Not scheduled days off) REASON:

WEEKLY ACTIVITY REPORT

Write a report for each of the following:

- 1.) Record all meetings, conferences, in-service training.
- 2.) Daily record of duties, including dates and length of time
- 3.) Discuss any experiences and how they're related to your personal and/or professional growth.
- 4.) Process (de-brief yourself) on the overall week, positive and negative.

SUBMIT TO: dthomas@emich.edu

Eastern Michigan University
School of Health Sciences

Therapeutic Recreation Internship Evaluation

Date of Evaluation: _____

Student: _____

Direct Supervisor: _____

Agency: _____

Start Date: _____
(month/day/year)

Please respond to all sections of this evaluation form. Use the rating below to evaluate the student. Circle the number that matches the student's performance. Write comments in the space as you wish for clarification.

- 5= Consistently exceeded what is expected
- 4= Occasionally exceeded what is expected
- 3= Consistently achieved what is expected
- 2= Occasionally did not achieve what is expected
- 1= Consistently did not achieve what was expected
- N/A=Inadequate information or does not apply

I. Personal Performance Competencies

1. Judgement

(a) Knows his/her limitations, when to ask for help	5	4	3	2	1	N/A
(b) Can distinguish between important/unimportant matters	5	4	3	2	1	N/A

Comments:

2. Adaptability

(a) Capable of adjusting to situations	5	4	3	2	1	N/A
--	---	---	---	---	---	-----

Comments:

3. Emotional Maturity

(a) Displays an even temperament	5	4	3	2	1	N/A
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Comments:

4. Enthusiasm

(a) Shows interest in assignments	5	4	3	2	1	N/A
(b) Shows interest in patients and staff	5	4	3	2	1	N/A

Comments:

5. Dependability

(a) Punctual	5	4	3	2	1	N/A
(b) Carries work through to completion						
(c) Comes to work prepared	5	4	3	2	1	N/A

Comments:

6. Initiative

(a) Starts jobs without suggestions or prodding	5	4	3	2	1	N/A
(b) Sees immediately the needs of a Situation	5	4	3	2	1	N/A

Comments:

7. Considerateness

(a) Respects opinions and wishes of others	5	4	3	2	1	N/A
(b) Courteous, friendly and Thoughtful	5	4	3	2	1	N/A

Comments:

8. Appearance

(a) Neat and well-groomed	5	4	3	2	1	N/A
(b) Dressed appropriate for Situation	5	4	3	2	1	N/A

Comments:

II. Professional Competencies

1. Administrative practice, student is aware of:

(a) Financial procedures	5	4	3	2	1	N/A
(b) Public relations	5	4	3	2	1	N/A
(c) Care of equipment/facilities	5	4	3	2	1	N/A
(d) Accreditation standards	5	4	3	2	1	N/A
(e) Quality improvement methods	5	4	3	2	1	N/A

Comments:

2. Communications: Verbal and written

(a) Has appropriate voice projection and tone	5	4	3	2	1	N/A
(b) Has ability to write effectively and correctly	5	4	3	2	1	N/A
(c) Has ability to state opinion to a group of professionals	5	4	3	2	1	N/A

Comments:

3. Resourcefulness

(a) Has ability to solve problems	5	4	3	2	1	N/A
(b) Is imaginative and creative	5	4	3	2	1	N/A
(c) Uses time efficiently and effectively	5	4	3	2	1	N/A

Comments:

4. Leadership

(a) Instills confidence in others	5	4	3	2	1	N/A
(b) Stimulates participants to participate	5	4	3	2	1	N/A
(c) Adapts during activity	5	4	3	2	1	N/A
(d) Plans appropriately for activity	5	4	3	2	1	N/A

Comments:

5. Attitude & Behavior

(a) Works well with and adjustments to people	5	4	3	2	1	N/A
(b) Accepts suggestions and criticisms graciously	5	4	3	2	1	N/A
(c) Evaluates own work, sets goals for improvement	5	4	3	2	1	N/A
(d) Searches for more knowledge through experience, meetings, inquires, etc.	5	4	3	2	1	N/A

Comments:

6. Professional Ethics

(a) Demonstrates fairness In service provision	5	4	3	2	1	N/A
(b) Demonstrates confidentiality	5	4	3	2	1	N/A
(c) Searches for more knowledge	5	4	3	2	1	N/A
(d) Keeps commitments	5	4	3	2	1	N/A
(e) Demonstrates honesty and Forthrightness	5	4	3	2	1	N/A
(f) Benefits clients, does not cause emotional, mental or physical harm	5	4	3	2	1	N/A
(g) Follows rules & regulations	5	4	3	2	1	N/A

Comments:

7. Clinical Skills

(a) Interviewing skills	5	4	3	2	1	N/A
(b) Observation skills	5	4	3	2	1	N/A
(c) Standardized testing skills	5	4	3	2	1	N/A
(d) Problem identification/goal setting/writing measurable objectives	5	4	3	2	1	N/A
(e) Selecting appropriate activity Interventions	5	4	3	2	1	N/A
(f) Using self as therapeutic tool/ ability to develop a therapeutic relationship	5	4	3	2	1	N/A
(g) Progress notes/ discharge summaries	5	4	3	2	1	N/A
(h) Formative evaluation skills of activity interventions	5	4	3	2	1	N/A

Only complete items 8-9 during the final evaluation

8. Project

(a) Promptness	5	4	3	2	1	N/A
(b) Logical and appropriate	5	4	3	2	1	N/A
(c) Thoroughness	5	4	3	2	1	N/A
(d) Benefit to agency	5	4	3	2	1	N/A

9. Internship Notebook

(a) Well organized	5	4	3	2	1	N/A
(b) Thoroughness	5	4	3	2	1	N/A
(c) Neatness	5	4	3	2	1	N/A

III. Overall Evaluation

Consider the following criteria in your overall rating of the students' performance.

Rating Scale

- | | |
|-------------------|---|
| 5. Excellent | Represents an "A" for the internship. Student had consistently exceeded expectations. |
| 4. Above Average | Represent a "B" for the Internship. Student had occasionally exceeded expectations. |
| 3. Average | Represents a "C" for the Internship. Student consistently achieved what was expected. |
| 2. Below Average | Represents a "D" for the Internship. Student occasionally failed to achieve what was expected. |
| 1. Unsatisfactory | Represents an "F" for the Internship. Student consistently failed to achieve what was expected. |

Based on the students total performance it is suggested that he/she would be rated:

- Excellent
 Above Average
 Average
 Below Average
 Unsatisfactory

Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____