Table of Contents

Welcome………………………………………………………………………..p.3
What is TR?………………………………………………………………………p.4
FAQ’s………………………………………………………………………………p.5
Course Curriculum……………………………………p.6 – 7
Student Organization (STRO)………………………………………..p.8
Professional Organizations…………………………………………………..p.9 – 10
Activities and Adaptive Equipment………………………p. 11 – 12
Fieldwork Placement List………………………………………..p.13 – 21
Therapeutic Recreation Program Documents……………….p.22 – 54
Welcome to Eastern Michigan University, Therapeutic Recreation Information Packet. This packet is designed to provide both the current and prospective student with information about the field of Therapeutic Recreation.

Since 1971 Eastern Michigan has been proud to offer a Bachelors of Science Degree in Therapeutic Recreation, providing a program dedicated to the personal and professional success of its students.

We as a student body hope that you find the information in this packet to be helpful whether you are still in the decision process, or are currently a Therapeutic Recreation student.

If you would like any additional information about Therapeutic Recreation, please contact Dr. David Thomas.

Thank you for your interest!

Sincerely,

Therapeutic Recreation Student Body

David W. Thomas, Ed.D., CTRS
Director, Therapeutic Recreation Program
Office: 363 Marshall
(734) 487-6839
dthomas@emich.edu
Therapeutic Recreation is a professional service directed towards people with a variety of disabilities. Therapeutic Recreation helps people achieve their goals through creating and designing a program plan for each individual. Program plans may consist of improving and increasing gross motor skills, fine motor skills, cognitive, sensory, emotional, and social.

The variety of disabilities can range from Traumatic Brain Injury (TBI), Dementia, Cerebral Palsy, Autism, Stroke, Spinal Cord Injury, Burn patients, Substance Abuse, Developmental Disabilities, Psychological Disabilities, Geriatrics, Pediatrics, Behavioral Issues, Chronically Ill and many more.

Recreational Therapists can work in many settings such as: Community centers, Residential facilities, Substance abuse centers, Adult day care programs, Detention facilities, Community mental health centers, Adaptive sports programs, Prisons, Schools, Hospitals, Hospice care, Nursing homes and Retirement homes.
FAQ’s

1.) What is the difference between Therapeutic Recreation and a Recreational Therapist?
Nothing, Therapeutic Recreation is often referred to as the department, or profession and Recreational Therapist is often the title of the professional.

2.) What is a 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 NCTRC (National Council for Therapeutic Recreation Certification) exam.

3.) How do I know if I am a good fit for the profession?
The best way to know if a career in Therapeutic Recreation is right for you is to job shadow a Certified Therapeutic Recreation Specialized (CTRS) this will provide you with a real life look at the career responsibilities and tasks. Under the fieldwork listing of this packet, you will find a list of facilities that you are able to contact for possible job shadowing opportunities.

4.) What are some of the 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 Recreation program also offers small class sizes that allow for more student involvement and individualized attention in the classroom.

5.) I am interest 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 Gerontology, Psychology, Health Care Administration or Nutrition.
Therapeutic Recreation Core Curriculum

Fall Curriculum:

THRC 100 – Orientation to Therapeutic Recreation
THRC 200 – Recreation for People with Disabilities
THRC 300 – Principles of Therapeutic Recreation
THRC 400 – Therapeutic Recreation Process II
*THRC 481 – Adapted Aquatics
(THRC 481 or THRC 180 must be taken)

Winter Curriculum:

THRC 290 – Continuous Quality Improvement Methodology in Health Care
THRC 320 – Leisure Education
THRC 340 – Therapeutic Recreation Process I
THRC 430 – Issues in Therapeutic Recreation
*THRC 180 – Activity Analysis/Adaptation
(THRC 481 or THRC 180 must be taken)

Spring / Summer Curriculum:

THRC 360 – Therapeutic Recreation Program Planning (Spring)
THRC 330 – Substance Abuse in TR (Summer)

Field Work in Therapeutic Recreation:

THRC 250, THRC 251, THRC 252 are three 60 hour fieldworks to be completed before beginning the final internship.

Internship in Therapeutic Recreation:

THRC 449 is a 15-week internship to be completed after all courses and fieldworks are completed. Internship Packets are available in Dr. Thomas’s office.
**Additional Required Courses**

HLAD 312 – Health Care Personnel Development and Management  
COUN 450 – Introduction to Counseling Process  
EDPS 325 – Lifespan Human Growth and Development*(or IHHS 260)  
IHHS 260 – Aging to Infancy Lifespan*(or EDPS 325)  
PHED 200 – Anatomy & Physiology  
PSY 360 – Abnormal Psychology  
AHPR 200 – Medical Terminology

For class availability and descriptions please consult the EMU course catalog.

If you have previously taken classes at a different university, or would like to use a class as a substitution for one of the above listed courses, please see Dr. Thomas.
S.T.R.O.

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. Goals of the organization include promoting the profession of Therapeutic Recreation, service, social, and fund raising activities.

Benefits of joining STRO:
☆ It looks good on a Resume!
☆ Outreach and Education (Presenting to local high schools, information booths around campus, maintenance of the TR bulletin board located in Marshall.)
☆ Social opportunities with fellow Therapeutic Recreation students (annual parties, lunch outings, conference trips)
☆ STRO Apparel (t-shirts, long sleeved shirts and more)

Students interested in joining STRO are urged to contact the STRO faculty advisor through the TR program or speak to a STRO officer.

STRO Officers 2009-2010:

Faculty Advisor: Dr. David W. Thomas (dthomas@emich.edu)
President: Jessy McCumby
Vice President: 
Secretary: 
Treasury: 
Ad-hoc: 

There are other positions available, if you would like to fill one of these positions please contact anyone listed above. In addition, you do not have to be an officer to participate everyone is welcome! We welcome all opinions and ideas for STRO.
Organizations

Therapeutic Recreation and Recreation

American Therapeutic Recreation Association - http://atra-online.com/cms/
MI Therapeutic Recreation Assoc. - www.mtra-tr.org
National Therapeutic Recreation Society - http://www.nrpa.org/
Reactivate Resources For Recreational Therapy - http://www.reactivate.com/

Health Related Organizations

Alzheimer’s Association - http://www.alz.org/index.asp
American Association for Geriatric Psychiatry - http://www.aagpgpa.org/
American Association for Respiratory Care - http://www.aarc.org/
American Association of Cardiovascular and Pulmonary Rehabilitation -
American Board of Quality Assurance - http://www.abqaurp.org/
American Brain Tumor Association - http://www.abta.org/
American Chronic Pain Association - http://www.theacpa.org/
American Deficit Disorder Association - http://www.add.org/
American Foundation for AIDS Research - http://www.amfar.org/
American Geriatrics Society - http://www.americangeriatrics.org/
American Heart Association - http://www.amhrt.org/presenter.jhtml?identifier=1200000
American Lung Association – http://www.lungusa.org/
American Medical Association - http://www.ama-assn.org/
American Neurological Association - http://www.anевroa.org/
American Orthopedic Association - http://www.aoassn.org/
American Osteopathic Association - http://www.osteopathic.org/
American Parkinson Disease Associations - http://www.apdaparkinson.org/user/index.asp
American Psychiatric Association - http://www.psych.org/
American Red Cross - http://www.redcross.org/
American Social Health Association - http://www.ashastd.org/
Anxiety Disorders Association of America - http://www.adaa.org/
Arthritis Foundation - http://www.arthritis.org/
Brain Injury Association of America – http://www.biausa.org/
Center for Cross-Cultural Health - http://www.crosshealth.com/
Child Life Council - http://www.childlife.org/
Children’s Heart Association - http://www.childrensheart.org/
Gerontological Society of America - http://www.geron.org/
http://www.aacvpr.org/
Huntington’s Disease Society of America - http://www.hdsa.org/
Joint Commission on Accreditation of Healthcare Organizations –
http://www.jointcommission.org/
National Alliance for the Mentally Ill - http://www.nami.org/
National Association for Children of Alchoholics - http://ncadi.samhsa.gov/
National Eating Disorders Association - http://www.nationaleatingdisorders.org/
National Institute of Child Health and Human Development - http://www.nichd.nih.gov/
National Institute of Mental Health - http://www.nimh.nih.gov/
National Institute on Alcohol Abuse and Alcoholism - http://www.niaaa.nih.gov/
National Institutes of Health - http://www.nih.gov/
National Medical Association - http://www.nmanet.org/
National Osteoporosis Foundation - http://www.nof.org/
National Recreation and Park Association - http://www.nrpa.org/
National Rehabilitation Association - http://www.nationalrehab.org/
National Stroke Association - http://www.stroke.org/site/PageNavigator/HOME
National Tourette Syndrome Association - http://www.tsa-usa.org/
National Women’s Health Information Center - http://www.4woman.gov/
Neuropathy Association - http://www.neuropathy.org/site/PageServer
Society for Neuroscience - http://www.sfn.org/
Society for Pediatric Pathology - http://www.spponline.org/
Spina Bifida Association –
http://www.spinabifidaassociation.org/site/c.liKWL7PLLrF/b.2642297/k.5F7C/Spina_Bifida_Association.htm
Starlight Foundation - http://www.starlight.org/
The Brain Tumor Society - http://www.tbts.org/GeneralMenu/
The Juvenile Diabetes Association - http://www.jdf.org/
The Leukemia & Lymphoma Society - http://www.leukemia.org/hm_lls
World Leisure Organization - http://www.worldleisure.org/
**THERAPEUTIC RECREATION ACTIVITIES**

A Certified Therapeutic Recreation Specialist (CTRS) coordinates a number of activities for all patients that are referred to them by a physician. They need to be prepared to think of an activity at a moment’s notice. For this reason, a CTRS needs to be up to date on the latest games, activities and adaptive equipment.

Therapeutic Recreation activities may range from being fully assistive to without aids. A CTRS also may work with the latest technologies from the new Nintendo Wii to original game of ring-toss or balloon volleyball. Activities are focused on self-esteem, cognition, sensory stimulation, social and emotional skills, stress reduction, range of motion, team building and much more. Here are some links to websites of activities to do:

http://www.group-games.com/
http://www.recreationtherapy.com/tx/actindex.htm
http://www.teampedia.net/
http://wilderdom.com/
http://wilderdom.com/games/InitiativeGames.html
http://wilderdom.com/games/TrustActivities.html

**WHAT IS ADAPTIVE EQUIPMENT?**

Adaptive equipment ranges from walkers, a variety of wheelchairs, grasp bars, exercise balls, strollers, gripped utensils and tools, bicycles, gait trainers, and more.

Here are some links to adaptive equipment websites:

http://www.adaptivechild.com/
http://www.adaptivemall.com/
http://www.aesys.com/
http://www.beadaptive.com/
ACTIVITY OF THE MONTH: MINE FIELD

Objects are scattered in an indoor or outdoor place. In pairs, one person verbally guides his/her partner, a blindfolded person, through the “minefield”.

Purpose of this activity: Teamwork, active listening, learning to follow, directions, trust building, endurance, standing or sitting tolerance.

Adaptations: Use physical cues for the hearing impaired such as the beeper ball. Also, use larger objects for wheelchairs, walkers, canes, or any other form of adaptive mobile equipment.

Equipment: Cones, rings, balls, blindfolds, and a rope for your finish line.
<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Information</th>
<th>Population</th>
<th>Minimum Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adrian</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lenawee Medical Center</td>
<td>Erin Schwartz CTRS (517) 263-6794</td>
<td>Geriatrics</td>
<td>Open</td>
</tr>
<tr>
<td>200 Sand Creek Hwy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ann Arbor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>River View of Ann Arbor 355 Huron View</td>
<td>2 CTRS on Staff (734) 761-3800</td>
<td>Geriatrics</td>
<td>Open</td>
</tr>
<tr>
<td>Center for Forensic Psychiatry</td>
<td>Diane DeNio CTRS (734) 295-4452</td>
<td>Adult Criminal Psych</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:deniod@mich.gov">deniod@mich.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heartland Nursing Center 4701 E. Huron Dr.</td>
<td>Dianna Alderman CTRS (734) 975-2614</td>
<td>Geriatrics</td>
<td>60 hours</td>
</tr>
<tr>
<td>St. Joseph Mercy Hospital 5301 E. Huron River Dr.</td>
<td>Nicole Cummins CTRS (734) 712-2420</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>St. Joseph Mercy Hospital 5301 E. Huron River Dr.</td>
<td>Karen Goodman CTRS (734) 712-7799</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>St. Joseph Mercy Hospital 5301 E. Huron River Dr.</td>
<td>Erin Kennedy CTRS (734) 712-2420</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>University of Michigan Hospital</td>
<td>Rob Wolfe CTRS (734) 936-5491 or 7070</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>1500 E. Medical Center Dr. University of Michigan Hospital</td>
<td>Devyn Baker CTRS, CCLS (734) 936-5491 or 7070</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>1500 E. Medical Center Dr. University of Michigan Hospital</td>
<td>Kaye Hoelscher CTRS (734) 615-5160</td>
<td>Adult Psych</td>
<td>Open</td>
</tr>
<tr>
<td>Location</td>
<td>Facility Name</td>
<td>Contact Person</td>
<td>Contact Info</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Hospital</td>
<td>Stephanie Brewbaker</td>
<td>(734) 936-8166</td>
</tr>
<tr>
<td>1500 E. Medical Center Dr.</td>
<td></td>
<td>Julie Piazza, CCLS</td>
<td>(734) 647-7411</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Mott Childrens Hospital</td>
<td>Debbie Bray-Arthur</td>
<td>(734) 845-3121</td>
</tr>
<tr>
<td>1500 E. Medical Center Dr.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA Medical Center</td>
<td>2251 Fuller Rd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auburn Hills</td>
<td>Havenwyck Hospital</td>
<td></td>
<td>(734) 371-2271</td>
</tr>
<tr>
<td>1525 University Dr.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brighton</td>
<td>Brighton Hospital</td>
<td>Michael Risk</td>
<td>(810) 227-1211</td>
</tr>
<tr>
<td>12851 Hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summerville at Brighton</td>
<td>Kathy Miller CTRS</td>
<td></td>
<td>(810) 229-9190</td>
</tr>
<tr>
<td>833 E. Grand River</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence Village at</td>
<td>Alyssa Secco</td>
<td></td>
<td>(888) 228-2674</td>
</tr>
<tr>
<td>Brighton Valley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7700 Nemco Way</td>
<td>Willow Brook Rehabilitation</td>
<td>Matt Malec CTRS</td>
<td>(810) 227-0119 ext 220</td>
</tr>
<tr>
<td>10299 Grand River Ave.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willow Brook Rehabilitation</td>
<td></td>
<td>Michelle Summers CTRS</td>
<td>(810) 227-0119 ext 246</td>
</tr>
<tr>
<td>10299 Grand River Ave.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canton</td>
<td>Oakdale Recovery Center</td>
<td>Liz Parsons CTRS</td>
<td>(734) 397-3088</td>
</tr>
<tr>
<td>43825 Michigan Ave.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Facility Name</td>
<td>CTRS Name</td>
<td>CTRS Phone</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Chelsea</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heartland Healthcare Center</td>
<td>Gregg Robbins CTRS</td>
<td>(734) 394-3100 ext 246</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chelsea Community Hospital</td>
<td>Jan Collins CTRS</td>
<td>(734) 475-4085</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chelsea Community Hospital</td>
<td>Lisa Bulko CTRS</td>
<td>(734) 475-1311 ext 3328</td>
</tr>
<tr>
<td></td>
<td>Chelsea Retirement Community</td>
<td></td>
<td>(734) 433-1000</td>
</tr>
<tr>
<td></td>
<td>Silver Maples of Chelsea</td>
<td>Paul Koniarz</td>
<td>(734) 475-4111</td>
</tr>
<tr>
<td><strong>Clarkston</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strive</td>
<td>Stella Husch CTRS</td>
<td>(248) 922-1236</td>
</tr>
<tr>
<td><strong>Dearborn</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vista Marie</td>
<td>Brenetta Dean CTRS</td>
<td>(313) 271-3050</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:bdean@vistamarie.org">bdean@vistamarie.org</a></td>
</tr>
<tr>
<td></td>
<td>Henry Ford Village</td>
<td>Connie Coleman</td>
<td>(313) 584-1000 ext 1365</td>
</tr>
<tr>
<td><strong>Dexter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Generations Together</td>
<td></td>
<td>(734) 426-4091</td>
</tr>
<tr>
<td><strong>Detroit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Contact Details</td>
<td>Specialization</td>
<td>Hours</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Detroit Children's Hospital, 3901 Beaubien</td>
<td>Carrie Drobek CTRS (313) 745-5635, <a href="mailto:cdrobek@dmc.org">cdrobek@dmc.org</a></td>
<td>Pediatric Rehabilitation</td>
<td>60 hours</td>
</tr>
<tr>
<td></td>
<td>Lindsay Herring CCLS, CTRS (313) 745-6054</td>
<td>Child Life Services</td>
<td>60 hours</td>
</tr>
<tr>
<td></td>
<td>Jennifer Lindeman CTRS (313) 745-5635, <a href="mailto:jlindema@dmc.org">jlindema@dmc.org</a></td>
<td>Pediatric Rehabilitation</td>
<td>60 hours</td>
</tr>
<tr>
<td>Franklin Care Center, 12900 W. Chicago</td>
<td>Carol Reszka Director (313) 491-7830</td>
<td>Geriatric</td>
<td></td>
</tr>
<tr>
<td>John D. Dingle Veterans Medical Center, 4646 John R Rd.</td>
<td>Evalyne Brown CTRS (313) 576-1000 ext 3509</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>Rehab Institute of Detroit, 261 Mack Rd.</td>
<td>Anita Rodgers-Craig CTRS (313) 933-0941</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>Rehab Institute of Detroit, 261 Mack Rd.</td>
<td>Kerrie Macudzinski CTRS (313) 933-0941</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>Methodist's Children's Home Society, 26645 W. Six Mile</td>
<td>Tricia Forgash CTRS (313) 531-9499</td>
<td>Emotionally Impaired Adolescent boys</td>
<td>Internship Only</td>
</tr>
<tr>
<td><strong>East Lansing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lansing Parks and Recreation, 200 N. Foster</td>
<td>Joan Lenhard CTRS (517) 483-4291, <a href="mailto:jlenhard@lansingmi.gov">jlenhard@lansingmi.gov</a></td>
<td>Developmental Disabilities</td>
<td>Open</td>
</tr>
<tr>
<td>Hope Network, 2775 E. Lansing Dr.</td>
<td>Amy Sue Melville CTRS (517) 332-1616</td>
<td>Brain Injury Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>Location</td>
<td>Facility</td>
<td>Contact Name</td>
<td>Department</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------</td>
<td>------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Burcham Hills Retirement Community</td>
<td>Alexis Schneider</td>
<td>Geriatric</td>
<td>60 hours</td>
</tr>
<tr>
<td>2700 Burcham Dr.</td>
<td>(517) 827-1046</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Farmington Hills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botsford Hospital</td>
<td>Leanne Boughner</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>28050 Grand River</td>
<td>(248) 471-8760</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clare Bridge of Farmington Hills</td>
<td>Julie Holmes CTRS</td>
<td>Geriatric</td>
<td>60 hours</td>
</tr>
<tr>
<td>27950 Drake Rd</td>
<td>(248) 489-9362</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flint</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurley Medical Center</td>
<td>Kimberly Mear CTRS</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>1 Hurley Plaza</td>
<td>(810) 762-6288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McLaren Regional Medical Center</td>
<td>Monica Haubenstricker</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>401 S. Ballenger Hwy</td>
<td>(810) 342-2360</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(810) 342-2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Garden City</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden City Hospital</td>
<td>Tonya McClain CTRS</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td>6245 Inkster Rd.</td>
<td>(734) 458-4392</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Livonia</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mary's Hospital</td>
<td>Kelly Pomagala</td>
<td>Chemical Dependence /</td>
<td></td>
</tr>
<tr>
<td>36475 Five Mile Rd.</td>
<td>(734) 655-1568</td>
<td>Substance Abuse</td>
<td>Only available for volunteer work, there is no CTRS on staff</td>
</tr>
<tr>
<td><strong>Northville</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunrise Assisted Living</td>
<td>Sandy Dunn CTRS</td>
<td>Geriatric</td>
<td>Only available for volunteer work, there is no CTRS on staff</td>
</tr>
<tr>
<td>16100 Haggerty Rd.</td>
<td>(734) 420-4688</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Novi

**Rehabilitation Institute of Michigan**
- Sue Boeve CTRS, ATRIC
  - 12 Mile Rd.
  - (248) 305-7386
  - sboeve@dmc.org
- Stephen Piper CTRS
  - 12 Mile Rd.
  - (248) 305-7556
  - spiper@dmc.org
- Anita Rodgers-Craig CTRS
  - 12 Mile Rd.
  - (313) 933-0941
  - arodgers@dmc.org
- Brianna Limsted, CTRS
  - 12 Mile Rd.
  - (313) 993-0941
  - blimsted@dmc.org
- Kerrie Macudzinski CTRS
  - 12 Mile Rd.
  - (313) 933-0941

**Pontiac**
- POH Medical Center
  - Terry Ferguson CTRS
  - 50 N. Perry St
  - (248) 338-5344

**Royal Oak**
- Beaumont Hospital
  - Eileen Andreassi CTRS
    - W 13 Mile Rd.
    - (248) 655-5828
- Beaumont Hospital
  - Stella Husch CTRS
    - W 13 Mile Rd.
    - (248) 655-5827

**Saline**
- Evangelical Home
  - Judy Burke
    - 440 Russell St
    - (734) 429-9401 or
    - (734) 662-5554
    - Geriatrics
    - Only available for volunteer work, there is no CTRS on staff
**Southfield**
Catholic Social Services of Oakland County
18310 W. 12 Mile Rd
Great Lakes Rehabilitation
22401 Foster Winter Dr.
Teresa Hennessey CTRS
(248) 557-7373 ext. 3454
Geriatrics
Open
Mary Jo Terrell CTRS
(248) 569-1500 ext 679
Rehabilitation
Open

**St. Claire Shores**
Bon Secours Nursing Care Center
26001 E. Jefferson Ave.
Volunteer Services
(586) 779-7011
Geriatrics
Only available for volunteer work, there is no CTRS on staff

**Taylor**
Oakwood Heritage Hospital
1000 Telegraph Rd.
Jeff Cook CTRS
(313) 295-5066
Adult Psych
Open

**Tecumseh**
Herrick Memorial Hospital
500 E. Pottawatamie St.
Herrick Manor
500. E. Pottawatamie St.
Tecumseh Place I & II
1309 Southwestern Dr.
Elizabeth Steele CTRS
(57) 424-3217
Adolescent / Adult Psych
60 hours
Cindy Smith, Diane Benning
(517) 424-3365
Rehabilitation / Geriatric
Open
Marta Mobley
(517) 423-3374
Geriatric
Open

**Warren**
Stepping Stone Pediatric Day Rehab
28755 Schroener Rd. #100
Behavioral Center of Michigan
4050 E. 12 Mile Rd.
St. John Macomb Hospital
11800 E. Twelve Mile Rd.
Roula Lipenski CTRS
(810) 558-1072
Brain Injury Rehabilitation
Adolescent
60 hours
Erica Matterson CTRS
(586) 261-2266
Chemical Dependence / Substance Abuse
60 hours
Mark Sullwold CTRS
(586) 573-3123
Rehabilitation
60 hours
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Contact Person</th>
<th>Department</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Westland</strong></td>
<td>Westland Parks and Recreation</td>
<td>Margaret Martin CTRS</td>
<td>Developmental Disabilities</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td>36651 Ford. Rd.</td>
<td>(734) 722-7620</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wyandotte</strong></td>
<td>Henry Ford Wyandotte Hospital</td>
<td>Pat Dolan CTRS</td>
<td>Rehabilitation</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td>2333 Biddle Ave</td>
<td>(734) 246-9007</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wyandotte Public Schools</td>
<td>Laura Kephart CTRS</td>
<td>Special Education</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td>14460 18th Street</td>
<td>(734) 759-6400</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(313)-258-3195</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ypsilanti</strong></td>
<td>Bortz Health Care</td>
<td>Stepanie Ruedisale</td>
<td>Geriatric</td>
<td>Only available for volunteer work, there is no CTRS on staff</td>
</tr>
<tr>
<td></td>
<td>Prospect Rd</td>
<td>(734) 483-2220</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rainbow Rehabilitation</td>
<td>Nancy Miller CTRS</td>
<td>Brain injury rehabilitation</td>
<td>Internship Only</td>
</tr>
<tr>
<td></td>
<td>5570 Whittaker Rd.</td>
<td>(734) 482-1200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rainbow Rehabilitation</td>
<td>Amy Hocken CTRS</td>
<td>Brain injury rehabilitation</td>
<td>Internship Only</td>
</tr>
<tr>
<td></td>
<td>5570 Whittaker Rd.</td>
<td>(734) 482-1201</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Gilbert Residence</td>
<td>Stacy Kudlak</td>
<td>Geriatrics</td>
<td>Only available for volunteer work, there is no CTRS on staff</td>
</tr>
<tr>
<td></td>
<td>203 S. Huron St.</td>
<td>(734) 482-9498</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Therapeutic Recreation  
New Major Program Application  
Eastern Michigan University

Name: _________________________  Student Number _____________  
Please print

Contact Address: _________________________________________________

Contact Phone #: ____________________  E-Mail: _____________________

Intended start date for major classes: __________/__________  
semester  year

Work and/or Volunteer Experience related to Therapeutic Recreation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Academic Minor (if any):___________________________________________________

Signature: _________________________________  Date: ___________________

Do Not Complete Below This Point

Assigned Adviser: _____________  Office: ______________  Phone: ______________

To complete application process: 1) must schedule an interview with major advisor  
& 2) must declare major with academic records in Pierce Hall
Student/Agency Manual for Fieldwork
in Therapeutic Recreation

School of Health Sciences
Eastern Michigan University
Ypsilanti, Michigan 48197

Developed 2006
Dr. David W. Thomas
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Procedures and Goals</td>
<td>5-6</td>
</tr>
<tr>
<td>Student Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Agency Supervisor Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>University/Agency Agreement Form</td>
<td>8</td>
</tr>
<tr>
<td>Evaluation Form</td>
<td>9</td>
</tr>
</tbody>
</table>
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 (THRC250,51,52) must have completed, at minimal, the THRC 100 Orientation to Therapeutic Recreation class. Only one fieldwork experience is permitted per semester.

2) Fieldwork settings must be selected from the approved fieldwork 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 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)

(Attach sheet of paper if more outcomes are agreed upon)

_________________________________________    _________________
Student Signature                             Date

_________________________________________    _________________
Supervisor Signature                          Title                     Date

8
FIELD WORK
(THRC 250, 251, 252)

Evaluation Form

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 and 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
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.

Sincerely,

David W. 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 2008
Dr. David W. Thomas
Contents

Introduction .................................................................................................................. 4
Purpose and Objectives ............................................................................................. 5
Eligibility ..................................................................................................................... 6
General Guidelines ................................................................................................... 7
Student Responsibilities and Objectives ................................................................. 8-9
University Supervisor Responsibilities ................................................................. 9
Agency Supervisor Responsibilities ........................................................................... 10-11
Internship Project ..................................................................................................... 11-12
Internship Notebook ................................................................................................ 13
Weekly Report ........................................................................................................... 14
Evaluation Form ........................................................................................................ 15-21
University/Agency Agreement Form ..................................................................... 21
Application for Internship ....................................................................................... 22
NCTRC Job Analysis Task Areas ............................................................................ 23
Introduction

The 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 within the College of Education.

The term “internship” refers to a supervised educational work experience within a health-care or human service agency. Since this experience constitutes a substantial amount of the student’s academic preparation in the therapeutic recreation major, 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 Department of Health, Physical Education, Recreation and Dance 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 Internship program. It is through the Internship program that the student comes to realize his/her skills, professional stature and professional goals. Some may choose to immediately pursue a career in a health related field 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 program.

This manual has been developed to provide specific details regarding the Internship program in the Department of Health, Physical Education, Recreation and Dance 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 experience 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 a university faculty member. The therapeutic recreation internship experience 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". As part of the Internship experience 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.

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 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 250 clinical field work hours
4) A copy of student's current First Aid and C.P.R. certificate
5) Proof of personal liability insurance
6) Approval of the University Therapeutic Recreation Director

In addition, many clinical agencies now 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 parent's health plan)
5) Bloodborne pathogen training

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

First Aid & C.P.R. Certification

Before you register for your internship you need to have on file, with the University TR Director, a copy of your current First Aid and CPR certificate. Classes are offered at EMU or through the American Red Cross.

W.S.I.

Many 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 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 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 certification card for your own records).

5) The internship site must allow the student to practice the “TR Process” 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 10 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 student to 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). 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 will complete the following:
   a) an internship notebook
   b) weekly reports
   c) project

3) Students are required to make contact with the University TR Supervisor through weekly reports and by phone.

4) Students are expected to attend a pre-internship meeting and other meetings as they are scheduled by the University TR Director.

5) Students are expected to bear all expenses incidental to living in the area of the internship placement including housing costs.

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 the patient/consumer.

2) To become aware of therapy interventions 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, judgment, and decision making techniques relative to clients/patients/consumers.

7) To develop and plan treatment interventions for clients/patients/consumers.
**Student Objectives (continued)**

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 contact the Agency Supervisor and Student by phone at least twice during the internship.

2) Will make at least one visit during the internship to confer with the Student and Agency Supervisor (in-state).

3) To select, in collaboration with the student, an internship placement that will allow the student to gain the kind of experience s/he is seeking and to begin to develop the skills and knowledge of a professional in the health-care and human services field.

4) To represent the University in all official arrangements with cooperating agencies.

5) To review and evaluate all student written assignments due to the University.

6) To determine the final grade for the internship student through consultation with the Agency Supervisor.

7) To maintain open communication at all times with the agency concerning their cooperation and supervision of the student.

**Agency Supervisor Responsibilities**

1) Become familiar with the objectives and procedures established by the University for the internship experience.

2) Orient the 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 tasks within the Student's abilities and gradually upgrade the assignments and responsibilities.

3) To acquaint student with the organizational hierarchy (organizational chart), and administrator's 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 TR Process of assessment, treatment planning, implementation of the plan and evaluation of outcomes related to client progress.

7) Provide the student with meaningful experiences throughout the internship period. It is expected the Student would be involved in most facets of the Department’s operation.

8) Students should 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 the 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 Student’s supervision should be consulted for the evaluation. Following completion of the evaluation, the Agency Supervisor should discuss the evaluation 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 the 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).
      Method
      1) Describe how the project will be conducted.
      2) Include a time table of how you plan to proceed.
   E) 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) Show 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 10 days of the Student's last day of work.
       Due to University TR Supervisor at conclusion of internship.
Internship Notebook

1) Value and Purpose of an Internship Notebook

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

2) Materials to Collect

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

a) Program - planning, operation, 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, inservice 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.

3) Format

Logical, organized and usable system. Allow space and use a method that which enables continuation of the file for future additions.

4) Due Date: Due to Agency Supervisor within 10 days of the intern’s last day of work.
Weekly Report

Eastern Michigan University
Therapeutic Recreation Internship

NAME________________________ REPORT NO._______ DUE DATE________

STUDENT'S SIGNATURE __________________________________________________________

HOURS WORKED FOR THE WEEK____________________

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 satisfying experiences and how they related to your personal and/or professional growth.
4) Discuss any situations which created anxieties and/or concerns.
5) Attach copies of flyers, brochures, news items, or other items for which you have had total responsibility.

RETURN TO: Therapeutic Recreation Director
363 Marshall Building
School of Health Sciences
Eastern Michigan University
Ypsilanti, MI 48197
Evaluation Form for Internship Student

Date ______________

Student Name __________________________ has been an Internship Student at Agency/Department from ______________ to ______________

month   day   month   day

Please respond to all sections of this evaluation form. Use the rating scale 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 exceeds what is expected.
4 = Occasionally exceeds what is expected
3 = Consistently achieves what is expected
2 = Occasionally fails to achieve what is expected
1 = Consistently fails to achieve what is expected
N/A = Inadequate information or does not apply to job

I. Performance Competencies

Personal Competencies

1. Judgment
   (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
   (c) Analyzes situations to consider possible results 5 4 3 2 1 N/A

Comments:

2. Adaptability
   (a) Capable of meeting new situations calmly 5 4 3 2 1 N/A
   (b) At ease with people of diverse ages 5 4 3 2 1 N/A

Comments:

3. Emotional Maturity
   (a) Well poised, shows self-control 5 4 3 2 1 N/A
   (b) Has an even temperament and happy disposition

Comments:
4. Enthusiasm
   (a) Eagerly attacks jobs 5 4 3 2 1 N/A
   (b) Keenly interested in things and people 5 4 3 2 1 N/A
   Comments:

5. Alertness
   (a) Sensitivity to participate in activities 5 4 3 2 1 N/A
   (b) Sees immediately the needs of a situation 5 4 3 2 1 N/A
   Comments:

6. Dependability
   (a) Punctual and efficient 5 4 3 2 1 N/A
   (b) Carries work through to completion 5 4 3 2 1 N/A
   Comments:

7. Initiative
   (a) Starts jobs without suggestions or prodding 5 4 3 2 1 N/A
   (b) Takes responsibility for beginning or originating action 5 4 3 2 1 N/A
   Comments:

8. 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:

9. Appearance
   (a) Neat and well groomed 5 4 3 2 1 N/A
   (b) Appropriately dressed 5 4 3 2 1 N/A
   Comments:

16
Professional Competencies

1. Demonstrates competencies in:
   (a) Administrative practice 5 4 3 2 1 N/A
   (b) Financial procedures 5 4 3 2 1 N/A
   (c) Public relations 5 4 3 2 1 N/A
   (d) Care of equipment/facilities 5 4 3 2 1 N/A

   Comments:

2. Communications: Verbal and Written
   (a) Has command of English; conveys ideas clearly 5 4 3 2 1 N/A
   (b) Has a pleasing and effective voice 5 4 3 2 1 N/A
   (c) Has ability to write effectively and correctly 5 4 3 2 1 N/A
   (d) Has ability to state opinion before a group 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) Has a variety of program ideas 5 4 3 2 1 N/A
   (d) Used 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 effort 5 4 3 2 1 N/A
   (c) Displays adaptability in varied and/or unexpected situations 5 4 3 2 1 N/A
   (d) Delegates responsibilities effectively 5 4 3 2 1 N/A
   (e) Plans with people rather than for them 5 4 3 2 1 N/A
   (f) Recognizes and responds to needs and wishes of others 5 4 3 2 1 N/A
   (g) Shows awareness of individual differences and limitations 5 4 3 2 1 N/A

   Comments:
5. Cooperativeness
   (a) Works well with and adjusts to people  5  4  3  2  1  N/A
   (b) Accepts suggestions and criticisms graciously  5  4  3  2  1  N/A

 Comments:

6. Professional Attitude/Behavior
   (a) Has a sincere interest in profession  5  4  3  2  1  N/A
   (b) Evaluates own work, sets goals for improvement  5  4  3  2  1  N/A
   (c) Is familiar with professional literature  5  4  3  2  1  N/A
   (d) Searches for more knowledge through experience, meetings, inquiries, etc.  5  4  3  2  1  N/A

 Comments:

7. 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 physical/emotional harm  5  4  3  2  1  N/A
   (g) Follows rules & regulations  5  4  3  2  1  N/A

 Comments:

8. 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 a 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) Evaluation/Quality Improvement methods  5  4  3  2  1  N/A

 Comments:
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
II. Overall Evaluation

Consider the following criteria in addition to any evaluative information particularly relative to your agency. What is your overall rating of the student’s performance.

**Rating Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Excellent</td>
<td>Represents an “A” for the Internship. Student had consistently exceeded expectations.</td>
</tr>
<tr>
<td>4. Above Average</td>
<td>Represents a “B” for the Internship. Student occasionally exceeded expectations.</td>
</tr>
<tr>
<td>3. Average</td>
<td>Represents a “C” for the Internship. Student consistently achieved what was expected.</td>
</tr>
<tr>
<td>2. Below Average</td>
<td>Represents a “D” for the Internship. Student occasionally failed to achieve what was expected.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>Represents an “E” for the Internship. Student consistently failed to achieve what was expected.</td>
</tr>
</tbody>
</table>

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

(    ) Excellent
(    ) Above Average
(    ) Average
(    ) Below Average
(    ) Unsatisfactory

Signature__________________________________________

Title______________________________________________

Agency____________________________________________

Date_______________________________________________

Student’s Name_____________________________________

20
School of Health Sciences
University/Agency Agreement Form

Agency ____________________________

Agency: Please check the appropriate option from below

______
This agency will accept the following student as an intern in therapeutic recreation for the period and under the specifications listed below:

Name of Student ____________________________

Starting Date ____________ Terminating Date ____________

Salary per week (if any) ____________________________

______
This agency does not accept the student as an intern.
State reason:

______________________________
Name of Agency

______________________________
Agency Representative

______________________________
Date

______________________________
Title

To be returned to the University Supervisor of the internship in Therapeutic Recreation

RETURN TO: Therapeutic Recreation Director
363 Marshall Building
School of Health Sciences
Eastern Michigan University
Ypsilanti, MI 48197

21
Application for Internship

1. To be completed by Student

Name ___________________________ Date ____________

Campus/Home Address ________________________________

Campus/Home Telephone ______________________________

Expected Date of Graduation _________________________

Preferred Semester for Internship _____________________

Preferred Location/Agency Please provide name and address of agency:
1) ________________________________
2) ________________________________

2. To be completed by Advisor

Overall GPA (2.5 required) __________
Major GPA (2.75 required) __________
Graduation Audit completed __________
250 Field Hours completed __________
All course work completed __________

_______ Recommend ________ Not Recommend

Remarks:

Academic Advisor: ________________________________

Application must be submitted one semester before internship experience
## NCTRC Job Analysis Task Areas

NCTRC Standards require that candidates gain exposure to the components of the NCTRC Job Analysis Task Areas. While it is not mandatory that candidates be exposed to all the subcategories within each task area, each of the main task areas must be completed.

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Date Exposure</th>
<th>Task Area</th>
<th>Date Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency and TR Service Plan</strong></td>
<td></td>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td>1. Identify and analyze agency mission</td>
<td></td>
<td>28. Record progress and intervention outcomes</td>
<td></td>
</tr>
<tr>
<td>2. Identify and analyze the populations served</td>
<td></td>
<td>29. Document incidents for risk management</td>
<td></td>
</tr>
<tr>
<td>3. Identify and analyze agency standards</td>
<td></td>
<td>30. Maintain allocation and expense records</td>
<td></td>
</tr>
<tr>
<td>4. Identify and analyze resources for Services</td>
<td></td>
<td>31. Write summary reports of TR Services</td>
<td></td>
</tr>
<tr>
<td>5. Develop statement of purpose and goals</td>
<td></td>
<td>32. Prepare and report quality improvement data</td>
<td></td>
</tr>
<tr>
<td>6. Develop specific programs</td>
<td></td>
<td>Treatment/Service Teams</td>
<td></td>
</tr>
<tr>
<td>7. Identity and analyze funding sources</td>
<td></td>
<td>33. Provide information to team members</td>
<td></td>
</tr>
<tr>
<td>8. Prepare written plan of operation</td>
<td></td>
<td>34. Integrate intervention plan</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment for TR Intervention</strong></td>
<td></td>
<td>35. Convey information to team members</td>
<td></td>
</tr>
<tr>
<td>9. Request and secure referrals</td>
<td></td>
<td>36. Develop and provide collaborative services</td>
<td></td>
</tr>
<tr>
<td>10. Obtain and review pertinent background</td>
<td></td>
<td><strong>Organizing and Managing Services</strong></td>
<td></td>
</tr>
<tr>
<td>11. Select assessment instruments</td>
<td></td>
<td>37. Comply with standards and regulations</td>
<td></td>
</tr>
<tr>
<td>12. Interview person served and relevant others</td>
<td></td>
<td>38. Recruit, train, supervise, and evaluate staff</td>
<td></td>
</tr>
<tr>
<td>13. Administer instruments to assess</td>
<td></td>
<td>39. Develop TR internship program</td>
<td></td>
</tr>
<tr>
<td>14. Observe behavior of the person served</td>
<td></td>
<td>40. Provide mentorship to TR staff and interns</td>
<td></td>
</tr>
<tr>
<td>15. Analyze and interpret assessment results</td>
<td></td>
<td>41. Prepare TR service fiscal plan</td>
<td></td>
</tr>
<tr>
<td>16. Integrate the information collected</td>
<td></td>
<td>42. Participate in quality improvement process</td>
<td></td>
</tr>
<tr>
<td><strong>Individualized Intervention Planning</strong></td>
<td></td>
<td>43. Respond to concerns of the person served</td>
<td></td>
</tr>
<tr>
<td>17. Discuss results of assessment</td>
<td></td>
<td>44. Participate in committees</td>
<td></td>
</tr>
<tr>
<td>18. Develop and document intervention goals</td>
<td></td>
<td>45. Maintain equipment and supply inventory</td>
<td></td>
</tr>
<tr>
<td>19. Develop and document discharge plan</td>
<td></td>
<td>46. Participate in the research process</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation of TR Services</strong></td>
<td></td>
<td>Outreach; Advocacy; Public Relations</td>
<td></td>
</tr>
<tr>
<td>20. Implement individualized intervention plan</td>
<td></td>
<td>47. Establish and maintain networks</td>
<td></td>
</tr>
<tr>
<td>22. Create a safe and therapeutic environment</td>
<td></td>
<td>49. Advocate for inclusory services</td>
<td></td>
</tr>
<tr>
<td>23. Collect and document information</td>
<td></td>
<td>50. Provide support and education</td>
<td></td>
</tr>
<tr>
<td>24. Act as a resource in the delivery of services</td>
<td></td>
<td>51. Promote TR Services and the profession</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Intervention Plan</strong></td>
<td></td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>25. Evaluate functioning and progress</td>
<td></td>
<td>52. Maintain competence and credentials</td>
<td></td>
</tr>
<tr>
<td>26. Monitor and determine effectiveness</td>
<td></td>
<td>53. Participate in inservice training</td>
<td></td>
</tr>
<tr>
<td>27. Revisit individualized intervention plan</td>
<td></td>
<td>54. Maintain knowledge of trends and standards</td>
<td></td>
</tr>
</tbody>
</table>