2017 RT Internship
Clinical Instructor Manual

Ruthie Kucharewski, Ph.D., CTRS
Professor and Director, Recreation and Recreation Therapy
School of Exercise and Rehabilitation Sciences
University of Toledo
Mail Stop 119
Toledo, OH 43606
r.kucharewski@utoledo.edu
419-530-2762

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INTRODUCTION

It is a belief of the faculty in the Recreation Therapy program at the University of Toledo that there are three important components of undergraduate education in Recreation Therapy. The first component is a strong foundation in the basic sciences and liberal arts. This component contains course work in fine arts, humanities, diversity and communication.

The second component pertains directly to the Recreation Therapy knowledge areas as determined by the National Council for Therapeutic Recreation Certification and professional organizations. Students are expected to complete course work in the areas which relate to anatomy and physiology; human growth and development across the lifespan, leisure theories and concepts; diagnostic groupings; basic concepts and models of RT/TR; assessment, observation and interviewing; developing and implementing individual intervention plans; working with groups; documentation and evaluation, organizing and managing services and professionalism (NCTRC, 2008). They also complete ten hours of course work in a variety of interventions such as stress management; adapted aquatics; relaxation; assistive technology; animal assisted therapy and arts and crafts.

The last component is the experiential component that includes volunteer work, five (5) clinical courses with differing populations and an Internship experience. Before being accepted into the major, the student must complete a minimum of 30 hours with persons with disabilities in the community. Prior to the Internship, students are also expected to complete five (5) clinical courses with five (5) different settings and populations (rehabilitation, psychiatric, pediatrics, geriatrics and intellectual deficit/developmental disabilities) for a total of 250 hours prior to the Internship. The Internship is the last segment of the experiential component and the student’s education at the University of Toledo. The student must complete 560 hours/14 consecutive weeks at one Agency that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis Study under the supervision of both academic and Agency field placement supervisors who are NCTRC Certified Therapeutic Recreation Specialists’ (CTRS) and who has been certified for one or more years. An acceptable Internship must have one identified primary Agency supervisor (Clinical Instructor); this supervisor should work with the student on a consistent basis and should coordinate all other secondary supervision and complete all evaluation materials and weekly updates which pertain to the Internship. Upon graduation, the recreation therapy student will have completed over 800 hours of volunteer/paid experiences in the field of recreation therapy.

Because of the belief of the importance of experiential hours in the education of the recreation therapy student, this manual is developed to answer questions, outline required experiences and provided necessary measures of evaluation. We appreciate your willingness to participate in this important educational component and we hope that your experience will also be valuable to you.
Clinical Instructor (CI) Requirement:
When available all Clinical Instructors (CI) are required to read the UT RT Internship CI Manual about the Internship experience on the University of Toledo Recreation and Recreation Therapy Website prior to the start of a UT students Internship. A copy will also be sent to all assigned Internship CI’s prior to the start of the Summer Internship. Once the Agency selects the UT student for his/her Internship the Clinical Instructor will be contacted in the spring via email with directions regarding the UT RT Clinical Instructor Manual availability. All Clinical Instructors are expected to read the Clinical Instructor Manual prior to the student beginning the Internship and send in the “Clinical Instructor Manual Review” form via email or by sending an email to Ruthie Kucharewski, Ph.D., CTRS indicating that he/she has read the CI Manual.
THE UNIVERSITY OF TOLEDO  
RECREATION THERAPY PROGRAM

Accreditation Status
The University of Toledo's Recreation Therapy program is the only accredited program in Ohio. It embraces and recognizes the importance of a quality accreditation program. It is currently accredited by the National Recreation and Park Association’s Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) which ensures quality undergraduate education in the profession. In addition, the faculty recognizes the development of standards for education programs in therapeutic recreation and has used those specific standards and the NCTRC Knowledge areas for the development of the curriculum.

Terminology
The following terms will be utilized consistently throughout the Recreation Therapy Student Internship Manual and the Internship Clinical Instructor Manual.

Internship Coordinator (IC) is responsible for overseeing the development of the student-training program prior to the Internship. This individual is assigned by the University of Toledo and is responsible for establishing the written Affiliation Agreement between the Internship site and the University of Toledo Academic Unit. This individual also assists students in finding Internship sites as well as assists students in completing the Student Agency Agreement Contract. The IC teaches the “Internship Preparation in RT” course in the fall of the senior year.

Affiliation Agreement is a legal document/contract between the academic entity (University of Toledo) and the Agency. If the student does not receive compensation for the Internship, then a previously date sensitive signed contract or a newly signed contract will be required at minimum two weeks prior to the start date of the Internship. Ideally this document is executed and signed at least three months prior to the start of the Internship. Upon receipt of the signed Affiliation Agreement between both entities, the IC will retain a copy and mail a signed copy to the Agency representative. If the student is an employee or becomes an employee of the Agency during the Internship experience, no Affiliation Agreement is required.

Clinical Instructor (CI) is anyone at the Internship site (also referred to as “Agency”) who is responsible for the recreation therapy student consistently on a day-to-day basis. This person communicates with the University if the student is having problems or identifies issues during the Internship and completes all evaluation documents for the student. This person must be a full-time employee and work a minimum of 32 hours per week at the sponsoring Agency/Internship site. Seasonal or temporary employment is not acceptable. Consultants or other types of preceptors are also not acceptable. This person must be certified by the NCTRC at the professional level and have a minimum of one (1) year experience in the field as a CTRS from the official notification date received from the NCTRC, not the date that the NCTRC Exam was taken and with the population at the Internship site. S/he must be employed full-time and on-site at the Agency during the entire field placement experience. This person must provide a copy of the credential to the student on the first day of his/her placement. Any change in certification status of the CI during the field placement shall not affect the certification eligibility.
of an applicant. The NCTRC Internship Placement Form (Internship) verification must also be signed by the CI.

**University Supervisor (US)** is the assigned faculty member employed by the University of Toledo and is responsible for the implementation and monitoring of the Internship. It is the responsibility of the US to ensure that all Internship experiences comply with the standards established by the University of Toledo Recreation Therapy Program, COAPRT and the NCTRC. At the University of Toledo this is a shared responsibility with one faculty member supervising the first 7 weeks beginning on May 8th (Summer Session I) and another faculty member supervising the second 7 weeks ending on August 11th (Summer Session II). Both faculty members must be certified by the NCTRC as a CTRS in good standing. The US is required to the final Field Placement Verification Form signifying that the student completed all state components of the NCTRC field placement requirements. We recognize that shared supervision is not ideal for consistent University Intern supervision, but due to University employment policies the shared supervision of Intern students must occur over the 14-week Internship.

**Internship (Field Placement or Clinical Affiliation)** is a highly structured field and practice-centered 14 week, 560 hour full time experience in an Agency or hospital which has a full time certified recreation therapist on staff and on-site. During this time the student learns to work in a specific setting that provides recreation therapy. The experiences are determined by the Internship site and the University Internship Supervisor. The total number of hours may not be split between different agencies or accumulated over multiple sites, unless the site is within the same Agency, and under the direct supervision of the CTRS per NCTRC.

**Intern** is enrolled at the University of Toledo, pursuing a Bachelor of Science or a Master of Arts degree with a major in recreation therapy. The student is expected to be an active participant in the learning and supervisory process. Prior to the start of the Internship the student is responsible for initiating the Student/Agency Agreement Form which requires signatures from the assigned CI, The University of Toledo RT Program Director or representative and the student. Once the signatures are obtained the student should submit the Student/Agency Agreement Form to the Internship Coordinator.

**Program Director** is the faculty member assigned by the University of Toledo to oversee the Recreation Therapy educational program. The Program Director may be consulted with by the IC, CI or US to discuss concerns about the RT program educational curricula, Internship practices and assignments or any concern involving the Intern if the issue or concern cannot be resolved with the student or US.

**University Student Academic Internship Requirements** include entry-level knowledge, skills, and activities (KSA’s) that must be achieved by every RT student during the formal and practical RT educational curricula. In addition to the 560-hour Internship requirement the student will have academic requirements which will begin the first week of the Internship experience. These requirements require the student to be an active and engaged member in the on-line RCRT4940/5940 course Internship Discussion Board and to complete and submit all assigned
Learning Modules. The Learning Modules can be discussed with the CI and the CI may assist the student in obtaining Agency specific information that may be included within the Learning Module assignment. Students are expected to complete assignments on their own time and not during assigned Internship hours at the Agency. Additionally, the undergraduate Intern student will be enrolled in RCRT 4770 Project Design in Summer Session One (SSI) and he/she will be expected to be actively engaged on the Discussion Board and meet with the CI to discuss ideas for a Project that will be proposed to obtain approval for implementation which will be completed throughout the remaining seven weeks of the Internship. Additionally, during Summer Session Two (SS II) the undergraduate Intern student will be enrolled in RCRT 4780 Project Evaluation, during this time, with minimal assistance from the CI, the student will plan, implement, and evaluate the effectiveness of the Project. The student will also evaluate his/her performance using the Competency Assessment found in the ATRA Standards of Practice Manual (pp. 95-97) and he/she is required to review the information with the CI. The student must achieve a “C” or higher on assigned academic requirements in order to successfully pass the Internship, Project Design, and Project Evaluation. Failure to do so will result in the student repeating the Internship or RCRT4770 Project Design or RCRT4780 Project Evaluation.

Internship Interruption/Disruption may occur due to unforeseen illness or a personal emergency which may cause an absence or inability to work at least 20 hours per week, but not more than two (2) consecutive weeks will be accepted. Official documentation regarding extreme emergencies or severe illness, and Internship Time Log of Hours verification logs indicating evidence of completion of the required 14 weeks (560 hours) requirement must be submitted to NCTRC with the Exam application. In the event that the Internship is interrupted due to an extreme emergency the student should refer to NCTRC’s “Information for New Applicants” Part I, page 15: What to do if an Internship is interrupted due to an emergency and contact the NCTRC immediately for information about options. The student must inform the US of any emergency or illness immediately and provide frequent updates either by self or if not possible by a family member.
RECREATION THERAPY COURSE SEQUENCE

(Subject to change pending curricula changes submitted)

Pre-Professional Sequence

Freshman and Sophomore Years

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td>Natural Science Elective</td>
<td>1 Hour</td>
</tr>
<tr>
<td>Humanities/Fine Arts Elective</td>
<td>3 Hours</td>
</tr>
<tr>
<td>HSHS 1000 HSHS Orientation</td>
<td>3 Hours</td>
</tr>
<tr>
<td>PSY 1010 Principles of Psychology</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SOC 1010 Introduction to Sociology</td>
<td>3 Hours</td>
</tr>
<tr>
<td>ENGL 1110 College Composition I</td>
<td>3 Hours</td>
</tr>
<tr>
<td>MATH 1180 – 2600 Elective</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 1300 Introduction to Recreation &amp; Leisure</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 1310 Recreation Programming</td>
<td>3 Hours</td>
</tr>
<tr>
<td>PSY 2510 Lifespan Developmental Psychology</td>
<td>3 Hours</td>
</tr>
<tr>
<td>ENGL 2960 Organizational Report Writing or COMP II</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

Total Credit Hours 31 Hours
# Professional Sequence
## Junior and Senior Years

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCRT 4000 Community Event Planning: Online</td>
<td>Track Elective</td>
</tr>
<tr>
<td>3 Hour</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 4340 Leisure Recreation &amp; Aging</td>
<td>Track Elective</td>
</tr>
<tr>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 4730 Medical &amp; Clinical Aspects of Therapeutic Rec.</td>
<td>Humanities/Fine Arts Elective</td>
</tr>
<tr>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 4740 Assessment &amp; Documentation in Therapeutic Rec.</td>
<td>RCRT 3710 Leadership &amp; Administration in Outdoor Pursuits</td>
</tr>
<tr>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 4750 Group Dynamics in Recreational Therapy</td>
<td>RCRT 4330 Administration in Recreation &amp; Rec. Therapy</td>
</tr>
<tr>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT 4790 Medical &amp; Clinical Aspects of Therapeutic Rec. II</td>
<td>RCRT 4450 Research Applications in Recreation &amp; Rec. Therapy</td>
</tr>
<tr>
<td>3 Hours</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT Intervention</td>
<td>RCRT 4870 Program Planning in Recreational Therapy</td>
</tr>
<tr>
<td>1 Hour</td>
<td>3 Hours</td>
</tr>
<tr>
<td>RCRT Intervention</td>
<td>RCRT 4850 Internship Preparation: RT</td>
</tr>
<tr>
<td>1 Hour</td>
<td>1 Hour</td>
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<tr>
<td>RCRT Intervention</td>
<td>RCRT Intervention</td>
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<td>1 Hour</td>
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<td>RCRT Intervention</td>
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<td>RCRT Intervention</td>
<td>RCRT Intervention</td>
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<tr>
<td>1 Hour</td>
<td>1 Hour</td>
</tr>
<tr>
<td>RCRT 4800 Physical Rehabilitation (Summer Only)</td>
<td>RCRT Clinical</td>
</tr>
<tr>
<td>1 Hour</td>
<td>1 Hour</td>
</tr>
<tr>
<td>RCRT 4840 Pediatrics (Summer Only)</td>
<td>RCRT Clinical</td>
</tr>
<tr>
<td>1 Hour</td>
<td>1 Hour</td>
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</tbody>
</table>

**Total Credit Hours** 26 Hours

**Note:** Submit Culminating Experience Application

<table>
<thead>
<tr>
<th>Senior Year</th>
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</thead>
<tbody>
<tr>
<td>RCRT 4770 Project Design: RLS (Summer Only)</td>
<td>2 Hours</td>
</tr>
<tr>
<td>RCRT 4940 Senior Internship (Summer Only)</td>
<td>4 Hours</td>
</tr>
<tr>
<td>RCRT 4940 Senior Internship (Summer Only)</td>
<td>4 Hours</td>
</tr>
<tr>
<td>RCRT 4780 Project Evaluation: RLS (Summer Only)</td>
<td>2 Hours</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 41 Hours
INTERNSHIP

Purpose of Internship
The Internship experience is designed to integrate a student’s academic knowledge with clinical practice through experiential learning in a context critical to therapeutic application of that knowledge. It provides opportunities for the development and practice of appropriate clinical skills, effective communication, and professional behaviors. Students experience the supervised delivery of recreation therapy services.

Internship Objectives

The Internship is an academic course that meets partial requirements for the Bachelor of Science Degree in Recreation Therapy. In order to complete the Internship successfully, the student must satisfy the following course objectives.

At the completion of the Internship the student will be able to:

- articulate therapeutic recreation practice to others, including patients/clients, colleagues, and the public
- demonstrate ethical practice and conduct
- demonstrate the ability to effectively utilize the therapeutic recreation process with clients
- use relevant information from records, charts, other professionals and family/significant others
- analyze, interpret and summarize data to determine patient/client strengths and limitations
- design interventions and programs based on patient/client need, activity, and task analysis consistent with diagnosis, precautions and/or contraindications
- use a variety of interventions/programs to improve physical, cognitive, social, emotional, and behavioral functioning and independence in life activities and leisure functioning
- analyze and evaluate data to modify the individualized treatment/program plan, the intervention/program or to recommend discharge plans/aftercare
- transition from the academic world to the career world
- meet minimal competencies stated in evaluation forms
- complete all written reports and assignments
- identify and coordinate the NCTRC Job Codes with the tasks completed by the Recreation Therapist.

Schedule of Internship

1. The Internship is 14 weeks, 40 hrs. a week, not to exceed 45 hrs. or 10 hrs. per day.
2. Internship will be completed after a student has completed all major requirements.
3. Internships for the University of Toledo Recreational Therapy program will be completed during the summer beginning on May 8, 2017 (Summer Session I) and ending on August 11, 2017 (end of Summer Session II).
4. All students must enroll for both SS I and II and begin on May 8, 2017. If a student is not enrolled on May 8, 2017 the student cannot report to the Internship site and will then be scheduled to begin the Internship experience the following summer.
**Requirements of Internship Experience**

1. Students must have a cumulative GPA of 2.70 and no grade below a “C” in recreation and leisure/recreation therapy courses in order to begin their full-time clinical affiliation. Exceptions may be approved by the UT RT Program Director.

2. Students must have all academic course work including course work required by NCTRC, clinical experiences, and interventions successfully completed before they will be approved to begin an Internship.

3. Students will be supervised by a certified therapeutic recreation specialist with at least one year of work experience in that Agency and certified for one or more years, in the event that the CTRS has not been employed for a minimum of one year at the agency, this may be discussed and approved by the RT Director. NCTRC stipulates that the first year begins the day the CTRS and not the Exam test date that the Exam was passed and taken.

4. All Internship experiences must be completed within 24 months of the didactic course work. Failure to complete the Internship within 24 months may result in having to complete the additional courses within the curriculum or repeating the RCRT 4850 Internship Preparation course.

5. During the Internship the Intern must complete requirements for both Internship courses and RCRT 4770 Project Design and RCRT 4780 Project Evaluation. Graduate students do not complete RCRT 4770 or RCRT 4780.

**ROLES AND RESPONSIBILITIES OF PARTICIPANTS**

1. **Internship Coordinator and University Supervisor** responsibilities include, but are not limited to:

   a. developing and coordinating the selected Internship sites with the center coordinators of clinical education;

   b. developing Internship education compatible with the program’s curricular goals, the unique opportunities of the Internship Agency and the NCTRC standards;

   c. enforcing all program policies after application to the Internship component of the curriculum;

   d. arranging students’ placements with consideration for the needs of all participants;

   e. apprising students of and collaborating with the Internship CI on expectations through meetings, telephone communications, and mailings of course-related materials; and advising students on non-academic matters, professional behaviors, and communication issues associated with Internship;

   f. assisting student with problem resolution at the Internship site by phone consultation or by scheduled and as-needed site visits;

   g. facilitating Agency Internship CI development and communications relating to the Internship education of recreation therapy students;

   h. teaching the modules of the two required courses per summer session (either Internship and Project Design or Internship and Project Evaluation);

   i. posting appropriate questions on the Discussion Board weekly and responding as necessary;
j. collecting all completed module work and responding with comments and grades in a timely fashion;
k. informing the Clinical Instructor of FERPA regulations;
l. notifying the student of the designated faculty the NCTRC Certification number required for the NCTRC Academic Field Placement Verification Form.

2. **Clinical Instructor**

**Administrative responsibilities as Clinical Instructor** includes but is not limited to:

a. collaborating with the University Supervisor in the development of a program which offers the best opportunity for application of academic theory and specific Internship objectives for items on the ATRA Clinical Performance Appraisal;
b. providing to the University Supervisor current information about the Clinical Instructor, including Internship data forms, mission and philosophy statements, qualifications of Internship CI’s, Internship objectives, and other requirements for student assignment;
c. periodically reviewing the Affiliation Agreement for appropriateness and validity, and, when applicable, budget for student stipends, housing, or meals.

**Direct supervisory responsibilities as a Clinical Instructor** include but are not limited to:

a. identifying, organizing, and coordinating the specific learning experiences within the clinical education facility;
b. orienting students to the Agency and to the departmental policies and procedures, and ensuring student compliance with administrative standards;
c. assigning clients and duties that offer pertinent clinical experiences and facilitate students’ achievement of desired competencies, clinical reasoning, and reflective practice;
d. assuming responsibility for the implementation of treatment and being physically present for supervision for a majority of the Internship. During the last two weeks of the Internship, supervision may be flexible as indicated by the skill level of the student at the Clinical Instructor’s discretion;
e. supervising, evaluating, and providing ongoing feedback to the student, and contacting the University Supervisor immediately if problems arise;
f. serving as a role model for students representing professional behaviors and clinical skills as they carry out their professional duties in a manner that supports the ATRA or NTRS Code of Ethics and the Standards of Practice for the specific service delivery area, and ensuring the student’s assimilation of professional behaviors and ethics into practice;
g. providing the University Supervisor with a written Mid-Term Assessment and a Final Evaluation of the student’s performance using the forms required by the University;
h. being effectively aware of the comprehensive educational curriculum to provide clinical learning experiences which reflect mutual curricular goals that are compatible with students’ learning levels and the attainment of learning outcomes;

i. completing Option 1 of the NCTRC Agency Internship Verification Form.

3. **Student Intern** responsibilities include, but are not limited to:

PRIOR to the Internship assignment, the student is responsible for:

a. reviewing information concerning the assigned Agency that may be found on the internet or through contact with the Agency;
b. reviewing the responsibilities of the student, the academic education facility, and the clinical education facility as stated in the agreement for;
c. adhering to the policy regarding malpractice insurance;
d. completing all medical tests, procedures, and other special requirements of the Agency (e.g. interviews, current CPR certification, rubella titer test, health insurance, etc.);
e. acquiring proper attire as required by the Agency (e.g. footwear, Lab coat, name tag);
f. sharing and reviewing academic assessments that require consultation with CI;
g. Downloading and printing the “Internship Booklet” which is located on the NCTRC.org Website in the “Publications and Forms” Section in the “Helpful Tools.”

DURING the Internship, the student is responsible for:

a. responding to posted Discussion Board questions and statements and completing all assignments by or before the due date and time;
b. participating in professional activities of the Agency as requested by the Clinical Instructor and in accordance with the policy established between the Agency and the University;
c. adhering to the rules and regulations of the Agency and the Recreation Therapy Department;
d. adhering to the rules and regulations The University of Toledo's Recreation Therapy program;
e. arranging for health/medical service in the event of illness or accident with the policy of The University of Toledo;
f. participating in the evaluation of the mastery of the recreation therapy competencies for the entry level recreation therapist;
g. evaluating the effectiveness of the clinical experience at the Internship site and returning a copy of the Student Evaluation of the Internship Form to the University Supervisor by the assigned date.
CONFIDENTIALITY

HIPAA (Health Insurance Portability and Accountability Act): is a Federal law that protects personal medical information and recognizes the rights to relevant medical information of family caregivers and others directly involved in providing or paying for care. The U.S. Department of Health and Human Services (HHS) Department enforces the Federal privacy regulations. All University of Toledo Interns have received information regarding HIPAA and the importance of maintaining confidentiality. It is the expectation of the University of Toledo that any student assigned to an Agency will receive further information from that Agency regarding HIPAA as appropriate.

FERPA (Family Educational Rights and Privacy Act of 1974): is Federal legislation in the U.S. that protects the privacy of students’ personally identifiable information, this act applies to all educational institutions that receive Federal funds. The U.S. Department of Education (DOE) enforces compliance and adherence to the FERPA. Once a student reaches 18 years of age or attends a post-secondary institution all rights formerly given to parents are transferred to the student. The student has a right to access his or her education records and has the right to seek amendment of the records and has the right to control disclosure of personally identifiable information from the records. Under FERPA a school may not disclose personally identifiable information about the student’s record unless the student has provided written consent. This act is fairly complicated in that a student who is claimed as a “dependent student” on the parent’s most recent income tax statement, the school may non-consensually disclose the eligible student’s education records to both parents under this exception. CI’s or US’s should not disclose any information to anyone regarding the student’s personally identifiable information. It would be helpful if the CI did not solicit personal information about the Intern from the US since the US is not authorized to disclose the information without the written consent from the student. The University of Toledo receives Federal funding and therefore requires all CI’s to respect and adhere to FERPA regulations. Specific information about FERPA may be found on the U.S. Department of Education website: www.ed.gov.
HEALTH AND SAFETY ISSUES

CPR

All students will be certified in CPR prior to the start of their Internship. Students should present a copy of their certification card to the Clinical Instructor prior to the beginning of the Internship.

Background Check

An Agency may require a Background Check; it is up to each individual Agency to determine whether or not the student must consent to a Background Check. If the Agency requires a Background Check it may be at the expense of the student or the Agency may provide it free of charge. It is suggested that if a Background Check is required by an Agency that it be conducted a minimum of three months prior to the start of the Internship date.

Immunizations

The following information is required of all University of Toledo RT students and all students must provide written documentation of compliance with the requirements prior to beginning their clinical rotation courses the summer following their junior year.

Mantoux Test (Tuberculin Skin Test)
Two Step test to determine the presence of tuberculosis infection based on positive reaction of subject to tuberculin.

Rubella Titer or MMR Vaccine (German Measles)
Two Step process for this serology test to determine immune status to rubella.

Hepatitis B Vaccine (Hep B)
Three step process which is administered to prevent HBV infection, administration is usually over a six month time period.

Varicella Vaccine (Chickenpox)
Verification of the vaccine or medical documentation verifying contraction of chicken pox.
**Agency Policies**

It is expected that all Interns will be oriented to all Agency policies regarding blood borne pathogens, emergency evacuation procedures, emergency preparedness, hazardous materials, Standard and Universal Precautions, etc. to ensure their safety and the safety of others.

**Illness**

If a student reports to the Internship site and appears to be ill, it is up to the discretion of the Clinical Instructor as to whether or not to send the student home for the day or the remainder of the day. Any hours missed during time off for illness must be made-up.

**Inappropriate Relationships**

Students have been educated about initiating or engaging in inappropriate relationships with other Interns, staff or patients/participants. If a Clinical Instructor suspects that a student has violated this policy, the Clinical Instructor should discuss the situation with the Intern and then contact the University Supervisor so that the US can intervene and determine a course of action.
INTERNSHIP EDUCATIONAL EXPERIENCE

Transportation and Lodging
The student is responsible for providing his/her own transportation and lodging for all learning experiences associated with the Internship. The Agency will occasionally offer extra benefits which are listed on the agreement form on the Student Agency Agreement Contract.

Dress Code
The students will be required to follow the dress code of the assigned Agency. Students are expected to present a professional appearance at all Agencies. If the student frequently (3 or more times) violates the Agency dress code policy, the student’s grade for the current session will be reduced by one-half to one letter grade. If there is an issue with the student wearing improper attire the CI should address the issue by discussing it with the Intern and identify specific requirements, if the student fails to comply after the discussion with the CI the US should be notified and the US will intervene at that time. Any student who presents in an inappropriate manner may be asked by the CI to return home to dress properly and return to the Internship site. Any student who is asked to return home to dress appropriately will not be allowed to count the hours associated with travel time and changing clothes. It is recommended that the Agency dress code be reviewed with the Intern the first week of the Internship. Tattoos and body piercings should be addressed by the CI according to Agency policy.

Attendance
1. Students are expected to attend their Internship for 560 hours/14 weeks. There are to be no breaks during the 14 weeks. If a student is ill or sustains a serious injury which incapacitates the student for a week or more, the Internship may be canceled and the student must begin the Internship again depending upon when the illness/injury occurs. (NCTRC will be contacted and it will be determined what will happen following consultation). Students will not be excused for family vacations, reunions, etc. Any Internship that is interrupted will be re-scheduled to be completed the next summer. See “Internship Interruption/Disruption on Page 7 of the CI Manual.

2. If serious illness or injury occurs the University Supervisor is to be contacted immediately to determine the status of the Internship. This determination will occur through discussion with the student and the University Supervisor taking into consideration the requirements of the NCTRC. The CI will be consulted for input.

3. If the student completes 560 hours before the end of the 14 weeks, the student must continue to report the remainder of the Internship according to the UT SS II schedule.
4. The NCTRC does not recognize more than 45 hours in one week as a work week or less than 4 hours worked in a day or working in excess of 10 hours in one day.

5. Per the NCTRC guidelines, students may attend professional conferences and the hours of attendance may be counted in the 560 hours.

6. Lunch hours or half-hour lunch times are not to be counted and are not to be documented as hours worked. Break time is essential in having a more balanced work day and students should not be working during lunch and counting the time to complete Internship hours sooner.

7. If an Agency is closed due to a holiday (Memorial Day/July Fourth) the student is expected to make up the hours in accordance with the NCTRC requirements.

8. Often times the student may indicate that he/she would like to adjust his/her schedule to accommodate a job interview or special event. This at the discretion of the CI with no obligation to approve such request. In the event that the Intern schedule is adjusted to accommodate a special request, the US should be notified prior to the absence or schedule adjustment. The University of Toledo views the Internship commitment very seriously and supports the Agency in first meeting the Agency consumer’s needs and secondly meeting the Intern’s needs. If frequent schedule adjustments are requested by the Intern, the CI should contact the US for consultation.

9. Employment during the Internship is discouraged due to the demands of the Internship experience; however, the University of Toledo recognizes and understands that students may need to maintain employment in order to complete the Internship due to the financial burden that may be experienced due to the unpaid academic requirement (Internship). Employment is discouraged on days that the student is scheduled to be at his/her Internship. Understandably, weekend employment may be necessary and may not interfere with the Internship experience.

**Professional Demeanor**

The student is expected to exhibit professional behavior. The student is expected to arrive on time daily for the Internship and all meetings. If the student does not exhibit professional demeanor and it has been discussed with the student, the student can be terminated from the Internship after discussions between the CI, US, and student. The student’s grade may be reduced by one-half to one letter grade for the current summer session. Assigned Internship homework (Discussion Board, Learning Modules, etc.) **should not** be completed at the Agency. All academic assignments shall be completed by the student at home, but may be reviewed at the Agency with the CI.
ACADEMIC INFORMATION
Progressive Discipline

Verbal and Written Warnings and Decision Making Leave

We try to adopt a positive approach to student performance improvement to assist the student in being able to achieve the greatest degree of success possible through the Internship experience. Understandably, some students learn at different rates and through a variety of teaching methodologies, some students have geographically relocated to complete an Internship and need time to adjust to an unfamiliar environment, some students return home to their parents’ home and also need to adjust to a once familiar environment and occasionally we have a student who finds it difficult to transition from the “student” role to the “professional” role. As a result, we implemented a process to improve student performance through corrective action. The Clinical Instructor (CI) or University Internship Supervisor (US) will be responsible for beginning the corrective process by first coaching the student as long as the behavior does not warrant a more serious disciplinary action or termination for a first offense. The process is a three-part process: Verbal, Written and Decision-Making Leave.

Verbal Warning

The Verbal Warning most resembles a “coaching” and it may be executed in person in a meeting by the CI or through a telephone conversation or meeting with the University Internship Supervisor. The specific behavior issue should be identified and recommended necessary corrective actions should be discussed. At the conclusion of the discussion the student should be informed about the next step in the student performance improvement process which is the “Written Warning” if the identified behavior does not improve by a specific date. Prior to the end of the conversation, the student should summarize what was discussed so that the CI can ascertain whether or not the student understands what the behavior is that needs to be corrected. The Verbal Warning is implemented to help the student correct an issue and it is typically utilized when a student needs a reminder about policy or is not aware of a problem or has a personal issue that is affecting his/her performance. No formal written documentation is provided to the student, but the CI or US should keep a written record of the Verbal Warning and expected corrective action(s) that was discussed with the student. The CI should contact the US
to inform the US that a Verbal Warning was issued, as appropriate, the US should inform the CI of any Verbal Warning issue that may have an impact on the student’s performance at the Internship site.

The benefit of a Verbal Warning is that it is less confrontational and no written record is handed to the student which indicates that it is a less serious offense and the student is given an opportunity to improve his/her behavior. If improvement is noted, it should be recognized and the student should be praised for the improvement in his/her behavior.

**Written Warning**

In a progressive behavior improvement model, the Written Warning is recognized as a more serious offense and a formal meeting should be arranged to discuss any issue(s) to identify inappropriate behavior(s), corrective actions to be demonstrated by a specific date and an explanation of the next step “Decision Making Leave” if the behavior does not improve. During the meeting the CI or US should provide very specific behavior that needs to be corrected with future expectations that are very specific. It is recommended that the CI enlist the support of another staff member and have the staff member present in the meeting with the student. The CI or US should provide a written document to the student that includes the following information:

**Students Name:**

**Date of Meeting and specific dates of “incidents:”**

**Information about specific “incident(s):”** A description of the performance problem(s) or violation(s) and the consequences to the student if his/her behavior or work does not improve within a specified period of time.

**Corrective Action(s) and specific date by which improvement should be observed:** The next meeting date and time should be set up to discuss improvement observed.

**Next Step if behavior does not improve:** Decision-Making Leave (Explain to the Student)

**Summary of the Discussion:** Both parties should sign the document.

The CI should contact the US to inform the US if a Written Warning is going to be issued, as appropriate, the US should inform the CI of any Written Warning issued that may have an impact on the student’s performance at the Internship site. After the document is signed a copy of the documentation should be given to the student and the US and the original should be kept by the CI. It is important for the CI to contact the US prior to setting up the meeting date and time for the Written Warning discussion.
Because the Written Warning is a serious disciplinary matter, the student should contribute some ideas to improve behavior and the student should also understand that the next level of progressive discipline is the Decision Making Leave.

**Decision Making Leave**

The CI should contact the US for a phone or in person meeting (if possible) to discuss the “Final” chance. At this stage of student performance improvement, it should be noted that there is often more emotion involved than expected and often one or both parties have decided that the Internship placement is not working out and a decision has to be made whether or not to continue the Internship experience. The Decision Making Leave is a one-day leave for the Intern (Scheduled hours not worked on the DML day must be made up if the Internship continues). It is usually best if the DML discussion takes place at the end of a scheduled shift and the student will be on the DML day the following scheduled day. During the day off, the Intern must make a choice and fully commit to demonstrating acceptable performance in every aspect of Internship expectations or decide to discontinue the Internship. If the Intern decides to discontinue the Internship, it is the responsibility of the Intern to contact the CI and the US immediately. If the Intern decides to continue the Internship, the Intern will have scheduled weekly meetings with the CI to discuss his/her performance and observed commitment. It is important to consistently meet once a week to provide specific feedback to the student, so it is best to pre-arrange the specific meeting dates and times. A summary of the DML meeting and student decision should be sent to the US via email.

**Termination**

If the CI does not observe improved performance or commitment the CI should contact the US via mail or phone to indicate that the agency will terminate the Intern’s placement. Specific information should be provided to the US. After consulting with the US the CI will be guided to meet with the Intern to discuss reasons for termination, again, specific information should be provided to the Intern. The CI should have a staff member present to serve as a witness to the discussion. Any University of Toledo Intern who is terminated from an Internship placement will receive a letter grade of “F” and the student will be expected to re-enroll for the Internship and any related courses (Project Design and/or Project Evaluation) the following summer to complete the requirements to obtain the TR degree from the University of Toledo. If a student is terminated from the Internship placement, the Project Design or Project Evaluation course may be suspended or a failing grade may be earned. An Internship Placement Termination is a difficult task to implement because the CI is traditionally a coach and mentor, but it is also a learning opportunity for the student and it also protects patients/clients from receiving care from an individual who is not committed to deliver quality care or who is not proficient or competent in demonstrating entry level skills in patient care. The US will make every effort to discuss options with the CI and the Intern throughout the entire process and it is important that the CI make good decisions for the care and safety of his/her patients.
*Students should review the “Academic Information” section in the UT RT Program Internship Manual. If the student commits a serious infraction, violation or crime, the three step process (Verbal, Written and Decision Making Leave) may be not be implemented due to the necessity to enlist the assistance of the appropriate legal authorities and their recommendations.

Withdrawal from Internship

**Policy:** A withdrawal for academic reasons should occur during Summer Session One after remediation interventions have occurred and have not been successful.

Student withdrawal from an Internship may occur for the following reasons:

1. **Unsatisfactory student performance.**
   According to the CI, the student’s performance is detrimental to the Agency in fulfilling its own health care responsibilities.

2. **Unsatisfactory Internship educational experience.**
   According to the CI, the UT RT Program Director, and the student, the Internship experience does not meet the educational needs of the student. A student may be required to complete additional assignments or additional weeks if it is deemed academically necessary.

The student is required to make up/repeat the Internship experience from which he/she was withdrawn. However, if the student is withdrawn from more than one Internship experience then that student may be dismissed from the program.

**Procedures**

1. University Supervisor is notified and a withdrawal conference is scheduled for all parties.

2. The specific problems, intervention, and counseling strategies attempted, and consequences of the request are documented and signed by the student, University Supervisor and the Clinical Instructor.

3. When a student is withdrawn from the Internship experience, he/she must be made aware of the consequences. i.e. there may be a delay in graduation thereby postponing eligibility to sit for the national certification examination for the therapeutic recreation specialist.
Grades

Policy
A letter grade is assigned by the University Supervisor with input from the Agency Clinical Instructor based on the evaluation methods stated in the course outline. Conference Requirements will be calculated in the Internship Final Grade. Only the US can assign an earned grade to a student Intern.

A student’s performance must be deemed average “C” or above average from the Agency Clinical Instructor on the final evaluation form in order to pass the course in SSI and SSII. Any student not performing at a “C” or higher will not pass the Internship.

Procedures
1. The University Supervisor and the Agency Clinical Instructor each provide components of the teaching/learning experiences that enable the student to complete assignments and obtain objectives established by the course syllabus and the student.
2. The University Supervisor instructing the course follows the University scholastic policy in determining, assigning, and reporting course grades within deadlines.
3. When Internship dates deviate from the scheduled University term, completion dates may deviate from the University schedule for that term. Internship experiences that are not completed or final evaluations that have not been returned by the date on which grades are due to the Office of the Registrar’s will be recorded as “Incomplete.”
4. When the assignment is completed and evaluations received, the US will submit a written report to the Office of the Registrar and request conversion of the “Incomplete” to a letter grade. An extension may be granted through the next summer.

Dismissal from the Program
Students may be dismissed from the Recreation Therapy Program at the University of Toledo during an Internship for any of the reasons stated previously. Also a student may be dismissed from the RT program if he/she is withdrawn from two Internship experiences.
**Remedial Internship Experiences**

**Policy**
The academic RT faculty reserves the right to require an extended or an additional Internship experience if it has been determined that the student does not possess skills adequate for successful completion of the program.

**Procedure**
1. The University Supervisor will work closely with the student and the Agency Clinical Instructor to design remedial assignments or add additional weeks if the student’s performance is unsatisfactory.

2. If efforts to remediate the deficit(s) are unsuccessful, the student will be dismissed from the program or the student will complete a new 14-week Internship the following summer. No hours previously accrued will count in the new Internship experience the following summer.

**Student Grievances**

**Policy**
The Recreation Therapy Program abides by the policies of The University of Toledo in cases of academic grievances. It is the policy of the program to support each student’s right to a fair and impartial evaluation of his/her academic work.

**Procedures**
1. The student must follow lines of authority while at the Agency. If an issue cannot be resolved with the Clinical Instructor and arbitration by the University Supervisor or academic Program Director has been unfulfilling, the student may file a grievance.
2. Students who wish to file a grievance regarding an Internship experience must follow established procedures in the university catalogue.

**Risk Management**

**University Liability Insurance Program**
The University of Toledo provides a Student Malpractice Blanket Liability Insurance Program for students in Internships that are required as part of their academic program. A description of the insurance program is provided to every student and is available to the Agency. Upon request, Agencies that require a Certificate of Insurance of the University’s liability insurance program for interns should contact the Program’s Internship Coordinator.

**Supplementary Liability Information**
Some agencies require the intern to hold professional liability coverage beyond that provided by the University. Professional liability coverage is available through many sources with varying coverage and costs.
Examples of some sources include special policies through professional organizations and special plans through insurance companies. The Program Internship Coordinator has information on professional liability plans through professional organizations.

**The University of Toledo Student Malpractice Professional Liability Insurance Program for Students in Internships**

Professional liability insurance will be provided for insured students while participating in Internships required as a part of their academic program. Upon student’s enrollment in the insurance program, the policy will provide up to: $1,000,000 per occurrence/$3,000,000 in the aggregate for claims arising from any real or alleged act of negligence by the student while participating in required Internship programs of UT.

**Professional Liability**

The insurance company will pay on behalf of the insured all sums which the insured shall become legally obligated to pay as damages because of bodily injury, property damage, personal injury to which this insurance applies in the conduct of the profession of the named insured, caused by an incident which occurs during the policy period. The policy includes the cost of defense, court costs, settlements and judgments. There is no deductible. Company provides expert legal counsel and claims adjusters.

**Insured:** Students enrolled in the insurance, while participating in activities which are a part of or a requirement of the student’s curriculum.

**Exclusions:** NO coverage is provided for personal liability, (i.e., automobile, health) unrelated business or a profession not specifically listed on student’s enrollment.

Professional liability protection is provided during the term of the student’s Internship as required for their academic program.

The above is only a brief summary of the coverage. In the event of any incident that is likely to result in a claim, the student and/or the Program should notify The University of Toledo immediately. The insurance company requires immediate notification regarding claims, demands, summons, notice of suit, or incidents.
STUDENT ASSIGNMENTS

Summer Session I—Goals
• The student is to identify a minimum of four personal or professional, measurable outcome goals that s/he would like to achieve by the completion of her/his Internship experience. Each goal should include two objectives. Two goals should be addressed in each Summer Session.
• Goals must encompass the entire Internship experience (14 weeks).
• Goals must be measurable and include the following format: condition, behavior, and criteria.

Summer Session I—Standards of Practice
• Using the ATRA Standards for the Practice of Therapeutic Recreation manual the student with the assistance of the Agency supervisor must complete pp. 9–46, and transfer the scores to the “Scoring Summary Worksheet” pp. 53-54 with explanations of scores.
• All completed forms must be sent to the University Supervisor via the U.S. Postal Service (manila envelope) or dropped off in the department and given put in the faculty mailbox.

Summer Session II– Case Study
• The purpose of a Case Study is to bring to life the functioning characteristics of people with particular disabling conditions and the use of TR as an intervention. The Case Study helps to illustrate the intent and desired outcomes of TR and provides a picture of the TR process and considerations required of TRS’s who work with the population.

Summer Session II- NCTRC Job Analysis Task Domains
• Refer to the NCTRC Job Task Domains document at www.NCTRC.org which can be located in the Student Internship Booklet page 2 or at http://nctrc.org/wp-content/uploads/2015/02/NCTRCInternshipGuide 2015.pdf Page 2 Review the 2014 NCTRC Job Analysis Task Domains. Review the NCTRC Job Analysis Job Task Domains. There are 10 job domain areas (A-J) and 69 Job Tasks divided among the job domains (A-J). The CI may assist the student in completing this assignment by mutually agreeing on the date of exposure to the specific domain, the student will indicate in writing the date of the exposure and the CI will initial the box in each of the 10 sections (A-J). The CI will sign his/her name and date on the form and submit it by the date indicated in Module 2.

Summer Session II--Evaluations
• Evaluation and competency is an important component of programming. This will require the student to step back and evaluate his/her performance as an intern using the Competency Assessment found in the ATRA Standards of Practice Manual (pp. 95-97). The CI will review and discuss the Job Analysis Codes with the student.

Discussion Board (DB)
• The US will post questions for discussion (DB) on dates indicated within the course Syllabus on Monday morning at 9:00am. Students are expected to respond to each question or
statement reflecting thought. They are also expected to respond to their fellow student’s postings before 7:00pm on Sunday evening. Students should review the Discussion Board Rubric embedded within the course.

**Project Design/Evaluation**

- The Project Design (SSI) and Project Evaluation (SSII) courses are separate courses from the Internship course, each course has specific assignments to be completed.
- The student with his/her Clinical Instructor will decide on a project that will be designed and completed during the Internship.
- The project should be something that the Clinical Instructor feels will benefit the facility while providing the student with an educational experience of his/her interest. Projects such as typing policy and procedure manuals will not be approved.
- The final project topic must also be approved by the University Supervisor and a proposal must be turned in by the end of the 5th week of Summer Session I.
- After acceptance of the proposal by the University Supervisor, the student may begin to work on the project.
- Following implementation, the student must provide an in-service on the project for staff and evaluate the effectiveness of the project. A written report of the implementation and evaluation must be turned in along with a power point presentation which is presented to the University Supervisor during the last week few weeks of Summer Session II.
- Ten percent of the total number of students completing the Internship will be randomly selected to present the Project on campus to faculty, the RT Advisory Board and invited students.

**EVALUATIONS BY CLINICAL INSTRUCTOR**

**Summer Session I – Midterm Evaluation**
The CI will be given a copy of the TRIE by the student upon arrival at the Internship. At the end of the first 5 weeks, the University Supervisor will contact the CI either by phone or email to discuss the Intern’s mid-term progress within this Manual and evaluate the student’s mid-term progress, please review this with the student. The CI should keep in mind where he/she believes the student should be at mid-point in the Internship. Students should not be compared to previous or current students.

**Summer Session II – Final Evaluation**
Using the *Clinical Performance Appraisal* found in the ATRA Standards of Practice Manual (2015, pp. 103-114) and the NCTRC National Job Analysis Task Areas (page 3) the CI will review the appraisal and Job Task Areas with the student during the 12th week of the Internship prior to sending it to the University Supervisor during the 13th week.
STUDENT INTERN EVALUATION INFORMATION

Summer Session I (Monday, May 08, 2017- Friday, June 23, 2017)

Clinical Instructor:
Intern Mid-term Progress Report: Discuss Mid-term progress (TRIE) with the student and report information to the University Supervisor via a phone conversation or email correspondence. The student can provide a copy of the TRIE evaluation for your review in advance of your filling it out. Any deficiencies or concerns which require remediation should be identified and reported to the University Supervisor by Week 4 so that appropriate remediation interventions can occur. Any student not exhibiting at minimum average work will not be permitted to continue the Internship beyond Summer Session One and the University Supervisor should be contacted so that a discussion may take place prior to Week 6. It is the expectation that the CI will provide remedial interventions and opportunities in order to assist the student in mastering required entry level skills.

Summer Session II (Monday, June 26, 2017-Friday, August 11, 2017)

Student:
Evaluate your performance as an Intern using the Competency Assessment Worksheet found in the ATRA Standards of Practice Manual (pp. 93-97) and review with your Agency Clinical Instructor.

Clinical Instructor:
Evaluate the student Intern Using the Clinical Performance Appraisal found in the ATRA Standards of Practice Manual (2015), pages 103-114) and the NCTRC National Job Analysis Task Areas (page 3) during the 12th week of the Internship. The CI should complete the evaluation of the Intern and review it with the Intern prior to sending it to the University Supervisor during the 13th week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Tasks</th>
<th>Reports/Tasks Due</th>
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| **Monday**  
**Week 1**  
**May 8th SS I** | **Intern:** Orientation to the facility, department, and program. Observe the recreation therapist and other therapies. Read written plan of operation and policy and procedures manual. Provide the CI will a copy of the TRIE for your Mid-term Evaluation.  
**Clinical Instructor (CI):** Orient student and meet daily to answer questions, student should observe supervisor and other therapists completing daily tasks. | Open Distance Learning course and read all documents, review UT RT Internship Manual and discuss with Agency Clinical Instructor. |
| **Week 2** | **Intern:** Begin assisting in leading groups and assessments. Practice documentation. Attend treatment planning meetings.  
**Supervisor:** Review documentation with student. Model assessing patients, planning programs and group/individual leadership. Meet with student to discuss possible goals for Internship and begin discussing Project ideas. | Respond to DB #1 by t the due date and time.  
Complete Module 1: Goals and Objectives submit via the Assignment Drop Box. |
| **Week 3** | **Intern:** Assess and document a patient. Plan and lead a group with a new activity. Continue with assisting supervisor and necessary paperwork.  
**CI:** Provide feedback to intern. | Respond to DB#2 by the due date and time.  
Module 1: If necessary, revise and return Internship goals and objectives and re-submit by the date indicated in Module 1. |
| **Week 4** | **Intern:** Assess and document 1–3 patients. Lead groups. Continue with assisting supervisor and necessary paperwork. Work on Standards of Practice assignment.  
**CI:** Provide feedback to Intern.  
Review Standards of Practice with Intern. | Submit Project Proposal for Project Design course. |
| **Week 5** | **Intern:** Continue assessing, documenting and leading groups. Evaluate effectiveness of treatment on patients. Begin reporting in treatment team meetings.  
**CI:** Complete TRIE Midterm evaluation, review with student and send in to University Supervisor, provide feedback to intern. Begin discussion on budgeting and reimbursement. | Respond to DB #3 by the due date and time.  
Via the United States Postal System send or drop off at UT send Module 2: ATRA Standards of Practice assignment by the date indicated within Module 2.  
Revise and return Project proposal.  
Respond to the University Supervisor either on the phone or in writing regarding the student’s Mid-term progress. |
| **Week 6** | **Intern:** Continue assessing, documenting and leading groups. Evaluate effectiveness of treatment on patients. Begin reporting in treatment team meetings. | Respond to DB #4 by the due date and time. |
| **Week 7** | **Intern:** Work with assigned patients, advocating for their needs, etc. Begin planning for marketing project and developing case study.  
**CI:** Assign intern two patients to be totally responsible for and one patient for Case Study. |  
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<table>
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<tr>
<th><strong>Monday</strong></th>
<th><strong>Week 8</strong></th>
<th><strong>June 26th</strong></th>
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<tbody>
<tr>
<td><strong>SS II</strong></td>
<td><strong>Intern:</strong> Work with assigned patients. Lead groups and activities. Implement marketing project for TR.</td>
<td>Respond to DB #1 by the due date and time.</td>
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<td><strong>Clinical Instructor (CI):</strong> Assign intern four (4) patients to be responsible for. Discuss other management issues with intern.</td>
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<td><strong>Week 9</strong></td>
<td><strong>Intern:</strong> Work with assigned patients. Lead groups and activities. Begin preparation for project implementation.</td>
<td>Respond to DB #2 by the due date and time.</td>
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<td><strong>CI:</strong> Increase patient caseload. Discuss Project needs and progress with intern.</td>
<td>Submit Module 1</td>
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<td><strong>Week 10</strong></td>
<td><strong>Intern:</strong> Responsible for a recreation therapist’s case load. Implement project.</td>
<td>Respond to DB #3 by the due date and time.</td>
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<td><strong>CI:</strong> Supervise intern. Provide feedback. Evaluate project.</td>
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<td><strong>Week 11</strong></td>
<td><strong>Intern:</strong> Responsible for a Recreation Therapist’s case load. Provide in-service on TR project.</td>
<td>Respond to DB #4 by the due date and time.</td>
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<td><strong>CI:</strong> Supervise intern. Provide feedback.</td>
<td>Implement Project and evaluate.</td>
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<td><strong>Week 12</strong></td>
<td><strong>Intern:</strong> Responsible for a recreation therapist’s case load. Present brief overview of Agency and project to University supervisor and other interns. Complete required evaluations.</td>
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<td><strong>CI:</strong> Supervise intern. Provide feedback.</td>
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<td><strong>Week 13</strong></td>
<td><strong>Student:</strong> Complete the <em>Competency Assessment and review it with your Agency Supervisor</em>.</td>
<td>Submit Module 2</td>
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<td><strong>Supervisor:</strong> Complete the ATRA <em>Clinical Performance Appraisal and NCTRC Job Analysis Task Domains</em> and review it with intern and send to University Supervisor.</td>
<td>Present Project Evaluation as arranged by Instructor.</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>August 11, 2017:</strong> Completion of Internship</td>
<td>Submit: Clinical Performance Appraisal. RT Major Evaluation of Curriculum. Submit Internship “Hours Log.” Submit: NCTRC Internship Supervision CEU form to UT faculty member assigned to your student for verification and signature if you will be seeking CEU credit.</td>
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Clinical Instructor Manual Review Form

(To be signed, dated, and sent to the US either by email (scan)
Beginning on May 8th, you may send an email to the University Supervisor assigned to your
student indicating the information below, the email will then be printed and put on file.

I, ________________________________ (print your name) have thoroughly read
and reviewed the University of Toledo 2017 RT Clinical Instructor Internship Manual. I
understand that I am fully responsible for being knowledgeable of the contents of
the University of Toledo 2017 RT Clinical Instructor Internship Manual.

______________________ (your signature)

______________________ (date)