

RADFORD UNIVERSITY

Department of Recreation, Parks and Tourism

Internship Manual

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Introduction to Internship

All students majoring in Recreation, Parks and Tourism must complete a 14-week AND 560 hour internship as directed by the National Council on Accreditation for Park, Recreation, Tourism and Related Professions (COAPRT) and/or the National Council for Therapeutic Recreation Certification (NCTRC). Upon successful completion, the student receives twelve (12) semester hours of credit based a pass/fail basis. Tuition is due prior to the semester in which the internship begins. This culminating experience is designed to prepare each intern to enter the job market. It provides the student with the opportunity to make practical use of principles, methods, knowledge, and materials acquired in their undergraduate curriculum.

The student's internship experience is conducted with an approved agency under the supervision of an agency/site supervisor and the assigned department's faculty supervisor/RCPT 470 Instructor. All recreation therapy students are assigned to a faculty member who possesses a current Certified Therapeutic Recreation Specialist (CTRS) certification. This is due to NCTR (National Council of Therapeutic Recreation) requirements.

A list of screened and approved agencies can be found on the RCPT departmental website at: <https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/approved-agencies.html>

If the desired internship agency is not listed one of the approved lists, the prospective intern should have the agency complete the **Agency Internship Survey** form found on the RCPT departmental website at: <https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/internship-forms.html>

The agency is screened by the department chair or internship coordinator. If the agency receives approval, then the student is free to pursue an internship with that agency. The purpose of the screening is to determine if the agency has the experience and personnel to properly mentor the student. For RT students, the agency internship supervisor *has* to be an active CTRS (Certified Therapeutic Recreation Specialist). RT students will not be allowed to intern at sites that do not have a CTRS on staff.

While the agency supervisor will supervise the student on-the-job, a faculty supervisor (also known as your RCPT 470 instructor) from the RCPT department will also be assigned to ensure a positive learning experience. Your RCPT 470 assignments will be reviewed by your RCPT faculty supervisor/RCPT 470 Instructor. Bi-weekly updates to be submitted by the students are in the form of quizzes found on D2L. They are simplistically designed to establish that students are making progress and to provide a mechanism to ask questions and for assistance. The intern will typically meet and communicate with the RCPT faculty supervisor virtually.

If necessary, a face-to-face meeting can be scheduled. Typically, the intern's faculty supervisor would make a site visit. The purpose of such visit might be, but not limited to, resolving differences between the intern and their supervisor, to determine that the intern is being properly mentored, to address on-site issues that are too complex to resolve by phone or video conferencing, visiting a new internship site, or to network with professionals in the field.

Objectives

Student Objectives

There are numerous objectives associated with an internship experience. Those objectives are as follows:

1. Function as an RCPT professional in a practical setting.
2. Develop a professional philosophy and attitude.
3. Apply, practice, and enhance the knowledge and skills acquired at Radford University.
4. Engage in the process of program planning, implementation, and evaluation.
5. Participate in the administrative process including attendance at staff and budget meetings.
6. Test, develop, and/or enhance leadership and basic administrative and supervisory skills.
7. Apply assessment techniques for the purpose of determining the recreation needs and interests of individuals and groups.
8. Receive a continuum of supervised experiences in which they can develop self-awareness, self-discipline, and learn to make effective use of supervision to enhance professional development.
9. Engage in program development, staff trainings, and/or research projects.
10. Plan, implement, and evaluate projects and/or programs that move the agency toward its goals.
11. Use the internship to foster an awareness of readiness in a specific career path such as outdoor recreation and leadership, recreation therapy, tourism, and special events.
12. To achieve personal and professional goals which are established prior to the internship and modified through the course of the internship.
13. To create a product of lasting value to the agency in the form of a special project and write a reflection paper on its value to assess what was learned.
14. To write a final report that tracks personal progress through the internship that is both reflective and evaluative on what was learned throughout the internship.

Agency and RCPT Objectives

1. Evaluate each student in terms of his/her skills, competencies, and appropriateness based on standards of professionalism for the field. These evaluations will be e-mailed to the agency via an online Qualtrics survey. The intern is responsible for ensuring that the e-mail address located on the Agency Contact Information form is correct, and that the agency supervisor receives the evaluation.
2. Provide suggestions to the RCPT department for curriculum improvement based on experiences with interns.
3. Involve site agency personnel in the educational development of the intern.
4. Engage the intern in the creation of a special project to benefit the agency and meet the intern's internship goals.

Internship: Preparation and Responsibilities

Students

The responsibilities of the student in preparation for and engagement in the experience:

1. Meet all academic requirements for enrollment in RCPT 469 Pre-Internship and RCPT 470 Internship.
2. Select internship sites appropriate to the student's concentration (i.e., tourism and special events, outdoor recreation and leadership, or recreation therapy) from the approved list or initiate the approval process through completion of the **Agency Internship Survey** found on the departmental website at:
<https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/internship-forms.html>
3. Develop a professional quality resume, cover letter, reference list, portfolio, and internship goals as part of RCPT 413, Professional Issues.
4. It is recommended to interview with at least two potential internship sites. Suggestions on how to interview for an internship experience are found in Section II. Students have the option to ask the interviewer to complete the Internship Interview Survey (Section H) and return it to the Department's Internship Coordinator (the instructor of RCPT 469).
5. Discuss your preferred internship agency with the RCPT 469 Instructor and notify all agencies in a timely manner regarding your internship decision. This should be done as soon as possible after completing the two interviews. Complete **4 important items** to be submitted to your RCPT 469 D2L shell:
 - (1) Agency Contact Information
 - (2) Radford University Internship Agreement
 - (3) CEHD Affirmation and Acknowledgement of Risk

The above 3 forms can be obtained from the RCPT website at:
<https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/internship-forms.html>

 - (4) Copy of Student's Internship Goals

PLEASE NOTE: The 4 items listed above must be in place before starting the internship. Failure to comply with this requirement may necessitate a delay in starting the internship or its cancellation.

6. It is the student's responsibility to obtain a signature from the internship agency for the **Radford University Internship Agreement** which is the official internship contract. This *signed* form is turned into the RCPT 469 D2L shell. The instructor will check over the form, sign it if it is correct, and *then* it will be turned over to the Department Chair. Students will be able to enroll in RCPT 470 once all paperwork is completed. **Failure to complete this step may lead to a delay in being able to start your internship or you simply may have to wait for the following semester to conduct your internship.**
7. Remove all registration blocks so that you **may register for RCPT 470 Internship (12 semester credits). Pay all tuition and fees to the Student Accounts Office when they are due. Failure to comply with this procedure may require a late registration fee and/or no credit for the course.** Note: Students intending to complete

their internship during the fall should complete all previous steps during the spring semester unless permission is granted for an extension.

8. **PLEASE NOTE: YOUR TUITION IS BASED ON THE SEMESTER YOU ARE DOING YOUR INTERNSHIP. YOU CANNOT TAKE YOUR INTERNSHIP OUTSIDE OF THE SEMESTER IN WHICH YOU START YOUR INTERNSHIP.**
9. **Within one week** of the start of the internship, the student is required to confirm with their faculty internship supervisor that all information found on the Agency Contact Information is correct and has not changed (e.g., direct telephone numbers home address, cell phone, etc.). This is critically important so that your designated faculty internship supervisor has all current/updated information.
10. Complete internship updates (bi-weekly reports). These updates are in the form of D2L quizzes. Your faculty internship supervisor/instructor for RCPT 470 will be the one responsible for reviewing your D2L materials.
11. Complete a special project as agreed to by the agency and approved by the Faculty Internship Supervisor/Instructor for RCPT 470, Internship. This project usually involves leaving a concrete product behind that you have done for the agency. The project should be something above and beyond your normal duties. It can be a manual, a program plan handbook based on a program that you did, something you built but also with a “how-to” manual, and so on. You will ALSO attach a four-page reflective paper to your special project. These are turned into the Dropbox in D2L. See Section C for more details. **BEFORE** you start your special project, it **MUST** be approved by *both* your site supervisor *and* your Instructor for RCPT 470, Internship.
12. Strongly Recommended: Maintain a personal log of experiences. The content should focus on the challenges you faced and how you dealt with them. Please also note projects and tasks about which you are particularly proud. Keep in mind that you also to develop professionally and emotionally as well. Please make notes in your log how you change and improve in dealing with emotions on the job.
13. Your faculty internship supervisor typically supervises remotely using D2L assignments and Zoom meetings. Occasionally, an actual on-site visit is scheduled. The student is required to attend any on-site visits and should coordinate their schedule to ensure attendance. On-site visits are made to: visit new internship sites, network with professionals, and assist students that may be having issues.
14. At the conclusion of the internship, complete the "Final Report" (Section B). The Final Report will be submitted in D2L in the appropriate Dropbox. Your final evaluation (as well as your midterm evaluation) will be sent directly to your supervisor via a “Qualtrics survey.”
15. STRONGLY RECOMMENDED: Get personal liability insurance (**REQUIRED IN RECREATION THERAPY**) to cover any accidents during the internship for which you might be personally responsible. See the instructor of RCPT 470, Internship if you need help with this.
16. **ALL of your paperwork, ALL six quizzes, your special report, your final report, and your midterm and final evaluations MUST be received before you can receive a final grade for your internship. The internship is a Pass/Fail class.**

Department

The responsibilities of the Department of Recreation, Parks and Tourism are to:

1. Conduct a pre-internship course (RCPT 469) to help students prepare for their internship.
2. Assist students in the development of their internship goals.
3. Supervise arrangements for and give final approval of internship assignments.
4. Maintain contact with agency supervisor as necessary regarding student progress. The Instructor for RCPT 470, Internship will be responsible for this.
5. Consult with agency supervisor and student regarding issues which may develop prior to, during, or after the internship. Again, the Instructor for RCPT 470, Internship.
6. Read and evaluate final papers, projects, and journals associated with the internship. Your Instructor for RCPT 470, Internship is responsible for this.
7. Visit students at their internship sites and conduct evaluation conferences with students and supervisors during such visits IF NECESSARY. It is *not* anticipated this *will be* necessary except under extreme circumstances.
8. Evaluate the student's total experience including evaluation reports of the agency supervisor and assign a final grade (pass or fail). These will be sent by the assigned faculty supervisor via an online link.
9. Review and approve internship sites based on established criteria determined by the Department (Section F). The Internship Coordinator will make these decisions with the Department Chair making decisions in the absence of the Internship Coordinator.

Agency responsibilities

Responsibilities of the internship agency regarding student support are to:

1. Complete the **Agency Internship Survey** if the agency does not appear on the approved agency list. The survey can be completed online at <https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/internship-forms.html>
2. Interview and select students in an appropriate manner.
3. Review and sign the Radford University Internship Agreement once the student passes it to the agency for a signature. If differences occur, these should be brought to the attention of the Internship Coordinator so that a resolution of these differences can be accomplished before the student begins the internship experience. A copy of the signed form will be returned to the agency when it has been signed by the internship coordinator. In some cases, a signature from the university contract office may be necessary which normally takes a few extra days.
4. Assign a qualified staff member to supervise the student. Prepare staff for the arrival of the student and inform personnel as to their role(s) in mentoring the student. Mentoring means the intern has ample opportunity to learn new tasks and assignments, has an opportunity ask questions, and this may be formal (specific training meetings or classes) and/or informal (such as working with qualified individuals who can respond and authoritatively answer questions).
5. Provide a general orientation to the agency and facilities.
6. Provide appropriate physical arrangements for the student, such as office, desk, use of telephone, access to a computer, how to use office equipment, etc. as required by the internship.
7. Allow time for the student to meet with the Faculty Internship Supervisor and be

present during the Faculty Internship Supervisor Visit (*if necessary*). The faculty member is aware that your time is valuable and will be as efficient and considerate of your time as possible.

8. Provide the opportunity for the student to assume increasing responsibilities progressing from a general orientation to more specific roles and responsibilities, working with other personnel within specific units of the agency and to assume leadership responsibilities part-time or full-time. This includes allowing the student to attend meetings where decisions are made as well as to gain knowledge about administrative procedures including budget, program development, capital development projects, etc. If their participation is appropriate we would encourage that.
9. Assign the student (within limitations of education and experience) a special project to be completed during the internship. This assignment should be of high quality and provide a service to the agency. It needs to be something of lasting value to the agency as in updating an internship manual, a program planning manual, a project manual or something concrete built by the intern or something similar. This needs to be approved by the student's faculty supervisor to provide a check on scope and appropriateness. Normally that is the limit of what the faculty supervisor is responsible for in this area unless concerns/questions come from the agency and/or the intern.
10. Complete a midterm and final evaluation (Section I) of the student's performance. These evaluations will be sent to you in an online Qualtrics survey format for your convenience as described above. Please note that you are required to discuss your evaluations with your intern(s). You can do this by having the student present when you complete the online survey or discussing the results after you have submitted the evaluation.

Finding an Internship

Recreation, Parks and Tourism students successfully compete for internships in some of the best recreation sites in the United States. The first half of RCPT 413 Professional Issues in Recreation, Parks and Tourism is dedicated to developing products (i.e., resume, goals, cover letter, and portfolio) and skills (i.e., interviewing and professionalism) necessary to secure an internship. To further your searching skill RCPT 469 is designed to assist you. The course is designed to assist you in all the paperwork associated with the internship, deadlines, where to search, to consult with you on appropriate internships, and to assist as necessary in getting the paperwork completed properly to allow an internship to proceed. It is the goal of RCPT 469 that each student finds an internship site that meets their educational and professional goals. Each student is ultimately responsible for successfully finding that internship, but help is available throughout the process to help maximize the chances of finding the best internship possible.

Internship information is available to students through a variety of formats. An official list of approved internship sites is online at <https://www.radford.edu/content/cehd/home/rcpt/internships-jobs/approved-agencies.html> Students unable to obtain an internship by the RCPT 469 deadline will be issued an incomplete for the class. If the student decides to take the following semester to continue searching for an internship she/he should apply for a formal leave of absence with the university to avoid having

to reapply for admission to the university. A formal leave of absence can be filed and processed through the CEHD advising office in Peter's Hall.

It is strongly suggested that internships be sought out near where the intern wishes to live in the future. The reasons for this are as follows: 1. A significant percent of our interns receive further employment from their internship site. If you do not plan on living at that location you miss out on a potential job. 2. Others in the field are doing THEIR internships where YOU intend to live. Those interns are busy networking and/or making themselves employable to their agency. If you did your internship somewhere else... when you return home... the job you probably REALLY wanted went to someone else. 3. The further away you go, the more difficult it is to adjust to new surroundings, find housing, and dealing with problems. Since you are far away, we cannot easily get to you to assist you in dealing with problems.

Contract Dates and Summer Internships

Internship contract dates must follow Radford University's academic calendar for fall, spring, and summer III. The student's internship will on or after the official first day of classes for any given semester. The internship should end during the final exam period with the exception of summer internships. Summer internships typically go past the final exam period in order to meet the 14-week requirement. If the internship starts a significant time after the first day of class in the fall or spring semester and runs past the final exam period, that is acceptable. The student will receive an incomplete for that semester and will graduate the following semester once the internship is complete. The University ONLY accepts responsibility for the student DURING the terms of the contract. If the internship is required to be longer than is required for the department, at the student's request, a longer internship period may be allowed by the Internship Coordinator (Department Chair in the absence of the Internship Coordinator). If you go longer than the time period specified in your contract, a *new* contract must be created. You initiate this through your RCPT 470 instructor.

Students wishing to complete an internship during the summer can still "walk" during spring commencement. Summer interns must complete all requirements by the end of the final exam period for any given semester. If you *miss* the cut-off date you will officially graduate in December. If for some reason a student needs to change her/his internship start and/or finish date after the contracts have been completed, the Department must be notified in a timely manner (*timely* being as soon as possible). The Department Chair and the agency supervisor must approve any changes to the contract dates. Again, the reason is University insurance covered in the contract. Similar rules apply to fall and spring internships.

Typically, when a student completes RCPT 469, the internship is completed the following semester (or in the fall after taking RCPT 469 in the spring). There are rare occasions when the student will be forced to postpone the internship until two semesters (or longer) after completing RCPT 469. If this is the case, the student must adhere to the following protocol or the internship will not be approved:

1. Contact the CEHD advising center if taking a leave of absence from RU and learn the steps to be readmitted to Radford. There is paperwork to fill out to avoid having to go

through readmission to Radford. However, the paperwork to take a leave of absence is very short and easy. To get *readmitted* is a long process and is not guaranteed.

2. Complete all required pre-internship paperwork before course registration starts for RCPT 470 enrollment. That means the semester *prior* to the start of your internship.
3. IF you do not follow the above, you will have to reapply to Radford. Once readmitted to Radford, contact the current professor of RCPT 469 to be properly enrolled in RCPT 470 by the first day of registration.

INSURANCE

During the interview, ask whether the agency has a current liability insurance policy that will cover actual or alleged negligence arising out of duties performed as an intern. If the agency does not have such a policy, the student is still covered by the University's policy as it relates specifically to internship responsibilities. However, there is a fine line between what is and what is not the student's responsibility, especially in health care facilities. **Recreation Therapy students are required to carry professional liability insurance.** HIPSO (<http://www.hpsso.com/individuals/index>) or Proliability (<https://www.proliability.com/>) are two examples of sources to obtain professional liability insurance. Cost varies from \$30 to \$40 at the student rate. See the Department Chair or internship coordinator if you have questions.

NCTRC REQUIREMENTS

Students in recreation therapy must meet standards of the National Council for Therapeutic Recreation Certification (NCTRC) for field placement. NCTRC requires that students be supervised by a full-time, "actively" certified CTRS at a single internship agency site. Students must complete at least 560 hours in no less than 14 weeks. No less than 20 hours per week nor more than 45 hours per week will be accepted. If an internship is interrupted due to the closing of a facility, termination of a CTRS supervisor, or severe illness/family emergency, students should immediately contact their Department Chair (our only CTRS in the department at this time) for assistance. Please consult NCTRC guidelines for further information. Only the CTRS faculty member can be responsible for all aspects of RT interns. Note that the contracts for RT students are DIFFERENT than the contracts for OURL and TOSE.

NCTRC guidelines:

<http://www.nctrc.org/certification/InformationforNewApplicants.pdf>.

TERMINATION OF INTERNSHIP

Although every effort is made to support the internship learning process from both the faculty and the site supervisor, on occasion it becomes necessary to terminate a student intern. Because of differing agency guidelines and stipulations within the University each case must be considered separate and distinct. Early and immediate intervention provides the best alternative to issues that may be cause for termination. Agency personnel guidelines will direct the initial review and appropriate documentation must be provided to the Department Faculty Supervisor. All information should be reviewed with the intern and the Faculty Supervisor. Every effort will be made to reconcile the issues. Students may exercise their option to withdraw from the class

according to established University guidelines or to file a grade appeal according to the University Undergraduate Catalog and the Student Handbook. In certain instances, warnings, conferences, and early intervention cannot be part of the process because of policies and procedures within the agency. In these cases, a student may be fired immediately without consultation with the Department Internship Chair. However, the general guidelines include:

1. Student and/or site supervisor contacts the Internship Coordinator (Department Chair in the absence of the Department Chair).
2. Internship Coordinator (Department Chair in the absence of the Internship Coordinator) has direct communication with both the student and the site supervisor.
3. All documentation, from both parties, is forwarded to the Internship Coordinator (Department Chair in the absence of the Internship Coordinator).
4. Supervisor and the circumstances are reviewed with the Internship Coordinator (Department Chair in the absence of the Internship Coordinator) and may be referred to the faculty for further consideration.
5. Due Process is followed at all times in the process.
6. A final recommendation is made.

Under certain circumstances it may be determined that the student is unable to complete the degree program. Other alternatives may be recommended for the student, but these alternatives are based on each situation and the reason(s) for dismissal.

The bottom line is that YES you CAN be fired from your internship. That is not what anyone wants. But if the agency would normally fire its own employee under the same circumstances you may be fired as well. You can be removed from an internship if you are not performing your duties by either your agency supervisor or the Instructor for RCPT 470, Internship (Department Chair in the absence of the Instructor for RCPT 470, Internship). The Instructor for RCPT 470, Internship or the Department Chair does not control your internship agency's policies on firing.

The Instructor for RCPT 470, Internship (Department Chair in the absence of the Instructor for RCPT 470, Internship) will review the circumstances with you and will listen to your agency supervisor. If there are no mitigating circumstances you will need to start your internship all over again and your case will be submitted to the Dean of Students for action if the conditions dictate that. As mentioned above, each case will be handled individually due to the wide array of internship agencies and circumstances. Sometimes there simply is no good option for the intern. If due process has been followed and the student was at fault the student will receive an 'F' for the internship and will have to re-enroll in a future internship to graduate. Proceeding in good faith, if the Department Chair determines that there were mitigating factors that were sufficient in scope to prevent an intern from performing her/his duties as an intern, the intern may be placed elsewhere to complete the internship and/or receive an Incomplete grade to allow a chance to complete the internship.

APPENDIX

SECTION A

INTERNSHIP UPDATES

ALL UPDATES ON ONLINE IN D2L IN THE FORM OF QUIZZES!!!

There will be **SIX** updates! The links for these will be found in D2L for RCPT 470 for the section you are assigned. **ALL** of them **MUST** be satisfactorily completed in **FULL** to pass your internship.

SECTION B

INTERNSHIP FINAL REPORT

This is easiest to do if you keep a daily log of what you do. It is a summary of your major and minor learning experiences on the jobs, your feelings on challenges you confronted on the job and anything else you want to draw to my attention. This report will be at least **four to eight paged long**, double spaced. Adding pictures is helpful if they illustrate what you have done. The pictures do NOT count for the page length.

Your final report is a reflective narrative paper. It walks the reader through your internship from how you found your internship to the end of your internship. You should focus on those points in your internship where you faced challenges and how you dealt with them. Sometimes you will have met the challenges successfully, sometimes not. What did you learn from those challenges is the focus.

At the end, you should evaluate the site and what kind of Radford student would do well and what kind of student would not. It is important that you give an honest evaluation so students who follow you can self-evaluate how well they would do there. Not everyone will respond to your internship the way you did. Who WOULD succeed and WHAT would that person be like?

Lastly, please evaluate your own self. Where did you do well in your internship and where could you have done better? How did you grow as a professional and what did you do that better prepared you for your future career? Tell us what you are doing after you are finished with your internship meaning do you have a job? If so, what kind of job? Is your job permanent, part-time, an extension of your internship, etc.? Are you going to graduate school? Or are you going to travel for a time and then look for a job? Or whatever you plan on doing.

Your final task is to submit your final report into the D2L final report dropbox for the internship class. The deadline varies depending on the semester for which you are taking the internship. Please pay careful attention to the deadline as it may mean the difference between graduating on time or not being an “official” graduate until the following semester!

SECTION C

Internship Special Project

As an intern from the Department of Recreation, Parks and Tourism at Radford University, you are expected to develop a “special project” in conjunction with your agency supervisor. The project should fulfill a specific need for the agency and may take a variety of forms, such as a report, training manual, in-service training project, video production, marketing plan, homepage construction, etc. The intention is for you to develop a long-term plan and work on a project from week to week throughout the internship. The agency supervisor should provide guidance on a regular basis and give enough support for you to complete the project. The project should be considered part of your required 560 hours and be completed in incremental stages throughout your internship. The internship site is NOT required to allow you to use work time to work on your special project but MAY at their discretion. However, this is, first and foremost, your project. The variation on projects is unlimited and the intention is threefold objective:

- Develop your long-term planning skills;
- Devise a project that is meaningful to the agency; and
- Expand your responsibilities as an intern.

You will ALSO write a FOUR-page reflection paper for your special project that you will turn in at the same time as your special project as described below in the first FAQ.

Frequently Asked Questions

Do I HAVE to write a paper in ADDITION to my Special Project?

Yes. You will submit a FOUR (4) page paper, double spaced in ADDITION to your special project. The paper will be a reflective narrative that leads the reader from the initiation of the project all the way through the end. Write in detail about the challenges you faced and what you learned as a result of the project. In the end, how do you KNOW if your project was successful or not? Tell the reader what you learned as a result of doing the project.

Can I combine several smaller projects?

Although the Department recommends a single project, some internships lend themselves to multiple projects. For instance, some internships require a separate project for each rotation or several different types of projects. Under these circumstances it is acceptable to complete several smaller projects. **A TANGIBLE product must be left behind. This means something you built, wrote, or created.**

Is it O.K. to do a special event?

The Department discourages special events or programs unless required by your agency. If this is the case, the event must be consistent with time and planning requirements of other projects. You also MUST leave a program or event manual behind if you do this.

Who ultimately decides what an acceptable special project is?

Ideas for special projects should originate with the student or internship agency. Discuss alternatives with your agency supervisor and **seek final approval from your Faculty Supervisor.**

How do I turn in my special project?

Place your Special Project in the special project assignment on D2L AND your four-page paper into the dropbox in D2L.

When is it due?

Deposit your special project NO LATER than the day you turn in your Final Paper. Turning it in EARLY would be helpful.

SECTION D

Internship Performance Report

Your supervisor will be e-mailed a survey via “Qualtrics” by your Instructor for RCPT 470, Internship for BOTH your mid-term and final evaluations. Your supervisor should go over the evaluation with you and discuss all issues. It is okay if you are present while the supervisor fills it out. Or the supervisor can discuss it with you afterward. Please be sure to let your supervisor KNOW you HAVE to discuss the evaluation with them once it is complete or as it is being filled out.

Please note that YOU are responsible for making sure the e-mail address for your agency supervisor is correct and up-to-date. Further, YOU are responsible for making sure your supervisor *receives* the evaluations. Sometimes the e-mails may be blocked by internal security and/or the address you were given is not correct (or, copies wrong by your faculty supervisor). In any case, do not assume these have been received by your agency supervisor. CHECK!

SECTION E

Student Internship Letter

Dear

This is to offer a few quick reminders about some elements of the internship about which you may be uncertain. The Department of Recreation, Parks and Tourism has approximately 50-70 interns annually. The faculty is constantly involved in some stage of support for the internship process throughout the year. Although one faculty person is responsible for your internship supervision you may be contacted by other faculty attending professional meetings, consulting, and/or other business, which may place them in your proximity. This is an effort for all faculty to maintain contact and provide support. Since I have primary responsibility for internship supervision, I will be contacting and visiting interns throughout the summer and all of your formal communication should be directed to me.

You should have a clear understanding of the responsibilities associated with this experience, but if you are having problems you should contact The Instructor for RCPT 470, Internship at 540.831.7720. Every attempt will be made for someone to respond to your call as soon as possible. Remember that the Instructor for RCPT 470, Internship may not always be available due to travel, teaching, being in meetings and so on. In the absence of the Instructor for RCPT 470, Internship the Department Chair is your next best source. Please leave a phone number where you can be reached and convenient times when you can be reached. An attempt to return your phone call will be made as soon as possible.

Primary factors of assessment for the internship will include the following:

1. A total of **six (or more!) progress reports** (in D2L) are required over the course of the internship.
2. **Professional conduct** on the job will be of first and foremost importance throughout the experience. This is an educational experience and you should ask your site supervisor questions regarding conduct. Don't assume you will always make the right decision and be sure to learn from your mistakes, but don't repeat mistakes.
3. A **weekly meeting** with your site supervisor is recommended for ½ hour to one hour throughout the internship to assist with obtaining answers and getting direction. Working alongside your supervisor and/or with other colleagues who are knowledgeable and willing and able to answer your questions may substitute for formal meetings.
4. **Mid-term and final evaluations** are mandatory and will be sent directly to your supervisor by your internship supervisor. Your supervisor should discuss your evaluations with you after they are complete. You may be present when the survey is completed by your supervisor is that is okay. But your supervisor **MUST** discuss your evaluations with you regardless.
5. The Department requires a **special project** (see the Internship Manual) that must be completed during the internship. You and the site supervisor should agree on this project. You should record all aspects of this project and provide a project report at the end of the term. Do not hesitate to ask for assistance and support from your site supervisor, but keep in mind that this is your project. This is a long-term project so don't wait until the end of the semester and then be rushed to complete the task.
6. A **final report** (see Internship Manual) about the agency and your experience is required. This will become a part of the agency files within the Department of Recreation, Parks and Tourism, which will be made available to other students who might want to consider the same agency for a subsequent internship. This is due one week prior to the end of the contract agreement.
7. An **internship journal** is recommended, but not required for the experience. The faculty in the Department of Recreation, Parks and Tourism believes this experience is one of the most important aspects of your professional preparation and we want you to succeed. We will do everything within our power to assure your success, but in the end, you will determine the success of your experience and the value of your degree. Good luck with your internship.

Sincerely,

Department Chair

SECTION F

Department Criteria for Selecting an Internship Site

1. The agency or department is forward looking in its policies and is interested in maximum professional growth of its staff and the development of a sound and quality recreation, parks and tourism program.
2. There should be an agency policy approving the use of the agency or department within a health care agency as an internship training site.
3. A basic democratic philosophy is carried out in organization and administration of the agency or department within a health care agency.
4. The agency or department is positively interested in the internship and is willing to enter into an agreement (contract) as to satisfactory working relationships with the student.
5. The agency or department has a varied program of services with adequate supplies and equipment as reflected by the completed Internship Agency Survey Form.
6. The agency or department supervisor of the student possesses a baccalaureate degree with a major in recreation, leisure studies, tourism, recreation therapy, or allied field with at least two years of subsequent paid full-time experience in the field.
7. The National Council for Therapeutic Recreation Certification shall certify the agency or department supervisor of the student doing an experience in recreation therapy at the CTRS level.
8. The agency or department supervisor must be interested in working with internship students, possess the necessary professional and personal characteristics for student supervision, and be thoroughly familiar with the agency or department program.
9. The agency or department supervisor must be willing to attend meetings regarding the progress of the student at the agency site.

10. The student must be mentored and not used as simply an additional worker. This can be done formally in a meeting for half an hour or an hour each week, or it can be accomplished through working on a regular basis with a student where they can learn by example and have a chance to ask questions.
11. When possible, students should be allowed to shadow the supervisor at meetings, workshops, etc.

NOTE: Internship sites not on the approved list (located online at <http://www.radford.edu/~recparks>) must complete the Agency Internship Survey form and be approved by the faculty. Since not all agencies are unconditionally approved, check with the RCPT 413 Instructor FIRST to see if there is already a survey on file before contacting the agency.

SECTION G

Suggestions for the Internship Interview

The following are some general points for your information when preparing for the internship interview.

Preparing for the Interview:

1. Dress appropriately and follow all the usual rules of courtesy.
2. Know your own capabilities and weaknesses. Do you know what goals you wish to accomplish? What kind of satisfaction do you expect from your internship?
3. Be sure you know the correct name of the agency or department and where it is located.
Know the name of the person with whom you have the appointment.
4. Know where the interview is to be held and the time of your appointment. It is also helpful to know how long the interview will last so you can prepare accordingly. Arrive 5 or 10 minutes before the appointment and let the secretary/receptionist know that you are there.
5. Be prepared to answer and ask questions. Internship interviewers frequently ask questions such as: Tell me about yourself. Why do you want to do your internship here? What would you like to do after graduation? What is your philosophy of recreation therapy (outdoor recreation, tourism and special events)?

The Interview:

1. A little nervousness is normal in an interview. Try to avoid overt nervousness (trembling, voice cracking).
2. Don't answer questions with just yes or no, but don't talk too much either. Maintain eye contact with interviewer. Stay alert and interested. Be an active listener.

3. Sell yourself. This is your opportunity to convince the interviewer that you are the person for whom their agency is looking. Emphasize your strong points by relating material gained from your experience(s).
4. Be honest. If you have made a mistake in the past, explain it without making excuses. Don't claim skills or qualifications you don't possess.
5. Don't expect to be offered an internship position during the interview and *DO NOT ACCEPT ONE IF IT IS OFFERED.*

After the Interview:

Determine the agency or department where you would like to do your internship and obtain final approval from the internship supervisor. Then you must indicate your decision to the agency by letter. Also write a thank you note to each of the other agencies for taking the time to interview you and the courtesy you were shown during the interview. Let them know that you have accepted an internship with another agency.

SECTION H

Internship Interview Survey

Students in the Department of Recreation, Parks and Tourism Department at Radford University are required to complete a minimum of two interviews before selecting an internship site. After the interview, each practitioner conducting the interview is requested to fill out the following survey and return it to the Department so that the faculty may better prepare students in the future. The purpose is to determine the level of professionalism and preparation demonstrated by students during the internship selection process.

Agency _____ Date _____
 Interviewer _____ Phone # _____
 Student's Name _____

1. Were your initial contacts with the student appropriate and professional?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

2. Did the letter, internship goals and resume provide the necessary information to enable you to decide whether or not to interview the student?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments: (including additional information you may need to make decisions):

3. Did the student arrange for an interview in an appropriate manner?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

4. Was the student dressed appropriately for the interview?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

5. Did the portfolio assist you in assessing the student's qualifications?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

6. Please rate this student's preparation for the interview in relation to other prospective interns.
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10
 Comments:

7. Did you receive enough information from the student to fully understand the internship process?
 Not professional Very professional
 1 2 3 4 5 6 7 8 9 10

Comments:

8. Did the student notify you about either his/her timeframe for making an internship selection?

Not professional

Very professional

1 2 3 4 5 6 7 8 9 10

Comments:

Additional Comments:

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Box 6963
Radford University
Radford, VA 24142

Internship Interview
Department of Recreation, Parks and Tourism
Box 6963
Radford University
Radford, VA 24142

ATTN: Internship Coordinator

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Section I

Internship Evaluation Form (Midterm AND Final)

NOTE: An online LINK will be SENT via e-mail to the agency supervisor. The below is a sample only.

Thank you for all your help on behalf of our student/intern!

What is the STUDENT's First Name? _____

What is the STUDENT's Last Name? _____

What is the name of YOUR agency? _____

Please select the TERM for which this experience applies:

YEAR (e.g. 20XX): _____

_____ FALL

_____ SPRING

_____ SUMMER

Please enter the number of clock hours, to date, that the student has completed with your agency.

_____ hours

The following section will let us know how the student has performed up to this point in their position at your agency.

Please rate the quality of the student's work - accuracy, skill, neatness, competence, and thoroughness (please check the appropriate response).

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's attendance - punctuality, tardiness and absenteeism .

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

Please rate the student's work habits - organization of work, care of equipment, safety, consideration, conscientiousness.

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's relationships with people - cooperation, ability to get along with others

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's initiative - self-reliance, willingness to accept and carry out responsibilities, resourcefulness.

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's dependability - degree to which individual can be relied upon to assume responsibility

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's judgment and common sense – ability to think intelligently and make logical decisions

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's ability to adjust – attitude regarding new assignments and time required to learn new duties

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor
- _____ Unsatisfactory
- _____ Not Applicable

Please rate the student's supervisory ability - proficiency in training subordinates, skill in planning and directing work

- Excellent
- Good
- Fair
- Poor
- Unsatisfactory
- Not Applicable

Please rate the student's administrative ability - prompt action, ability to make decisions and apply sound management principles

- Excellent
- Good
- Fair
- Poor
- Unsatisfactory
- Not Applicable

Describe the student's best skills, knowledge, and abilities.

Please provide suggestions for improvement: Describe areas of skills, knowledge, and abilities at which the student could do better.

Overall, how well do you believe the RU Department of Recreation, Parks, and Tourism prepared this intern?

As an agency supervisor, my recommendation regarding this student's employ-ability would be .

.. _____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Unsatisfactory

_____ Not Applicable

The following section will help us to assess the STUDENT's professional behavior characteristics.

Please rate the student's oral communication skills

_____ Expresses self very well; communicates ideas very well; is adept in using voice effectively.

_____ Expresses self regularly; uses Standard English grammar; uses voice effectively

_____ Expresses self but not regularly; makes some errors; or does not consistently use voice effectively

_____ Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively

Please rate the student's written communication skills

_____ Writing is error-free and is very clear, organized and highly developed.

_____ Writing includes very few minor errors; clear, well organized, well developed.

_____ Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed.

_____ Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well developed.

Please rate the student's professional appearance

_____ Consistently dresses professionally

_____ Usually dresses professionally

_____ Sometimes dresses appropriately

_____ Consistently dresses inappropriately

Please rate the student's critical thinking skills

_____ Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-minded; follows where evidence and reason lead.

_____ Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his her thinking; open-minded.

_____ Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner

_____ Makes no attempt to question, analyze, interpret, explain, evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded

Please rate the student's collegiality

_____ Strong contributor to group/team efforts

_____ Responsibly engages in group/team efforts

_____ Sometimes demonstrates collaborative skills

_____ Often does not demonstrate collaborative skills (e.g., listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)

Please rate the student's respect for others

_____ Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations.

_____ Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions

_____ On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions

_____ Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions

Please rate the student's attitude toward clients/learners/participants

_____ Effectively develops professional /personal connections with participants which contribute to participant development; acts on a strong belief that all participants can learn; uses many strategies that effectively motivate participants

_____ Develops rapport with participants; demonstrates an attitude that all participants can learn; demonstrates knowledge and skills in motivating participants

_____ Makes minimal efforts to establish rapport with participants; does not always demonstrate an attitude that all participants can learn; makes minimal effort to motivate participants

_____ Lacks interest in, or is negative toward, participants; does not demonstrate an attitude that all participants can learn; does not view own responsibility in motivating participants; lacks knowledge and skills in establishing rapport and motivating participants

Please rate the student's response to constructive feedback

_____ Receptive; subsequent performances consistently show productive changes

_____ Receptive; subsequent performances show some productive changes

_____ Defensive and/or non-responsive; subsequent performances or behaviors show some changes

_____ Defensive and/or non-responsive and does not make changes to subsequent performances or behaviors

Please rate the student's ability to handle stress and to manage workload

_____ Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with the profession very well

_____ Handles stress in productive manner; manages the demands/workload associated with the profession.

_____ Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload

_____ Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with the profession.; often sick, tired, or lacks stamina

Please rate the student's commitment to diversity and equity

_____ Consistently demonstrates a commitment to understanding diversity; incorporates multiple perspectives in practice.

_____ Demonstrates emerging commitment to learning more about diversity and how to incorporate multiple perspectives in practice.

_____ Demonstrates awareness of diversity issues and of multiple perspectives

_____ Ethnocentric; considers only personal perspective

Please sign your name below. By signing your name below you are certifying that you are the agency supervisor of the student listed at the beginning of this survey, and that all of the information provided is true and accurate to the best of your knowledge.

Signature, date

Please give your work phone number for verification purposes. This information will not be shared outside the department or used for any marketing purposes.

(work phone number)

Please enter your email address for verification purposes. This information will not be shared outside the department or used for any marketing purposes.

(work e-mail)

Thank you for all your help and support of our student intern and our future colleague!

Department Chair

Radford University

Recreation, Parks and Tourism

Cook Hall 220, Box 6963

Radford, VA 24142