RECREATION THERAPY

UNIVERSITY OF NORTH CAROLINA
AT WILMINGTON

Internship Manual

Prepared by the Faculty of the
Recreation Therapy Degree Program
School of Health and Applied Human Sciences
University of North Carolina at Wilmington
Wilmington, North Carolina 28403-5956
INTERNERSHIP MANUAL

RTH 492: CLINICAL PLACEMENT IN RECREATION THERAPY

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
RECREATION THERAPY
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Internship is one of the most important steps a student takes in preparing for a professional career in Recreation Therapy. It is the competent professional recreation therapy practitioners in cooperating agencies that make this aspect of the curriculum possible. At the University of North Carolina Wilmington (UNCW) we are fortunate to have a number of cooperating internship agencies that are able to provide qualified agency clinical supervisors. These supervisors have a thorough knowledge of the field, an interest in internship supervision, and are dedicated to maintaining high standards for the recreation therapy profession.

The faculty of the University of North Carolina - Wilmington, Recreation Therapy Curriculum deeply appreciate the opportunities afforded our students in carrying out their internship assignments. We want to express to all those involved our collective and sincere gratitude.

We also want to gratefully acknowledge those students and supervisors whose input assisted in revision of this manual.

**Titles/terms as used in this manual:**

*Faculty Internship Coordinator: Judy Kinney, PhD, LRT/CTRS, CCLS*

*Faculty Supervisors: donna Mooneyham, LRT/CTRS, Terry Kinney, LRT/CTRS, and Judy Kinney*
**Introduction**

The primary purpose of the Recreation Therapy Internship is to provide students with practical, field-based learning experience that encompasses their undergraduate Recreation Therapy degree program. In an effort to clarify the essential aspects of the RT Internship, the following manual is a guide for students to follow. Any questions should be referred to Dr. Judy Kinney (referred to as the Faculty Internship Coordinator in this manual).

**Nature and Scope of the RT Internship**

The primary emphases of this internship are on demonstration of knowledge, skills, and abilities needed to assume the responsibilities of a RT professional. This includes involvement in the assessment of clients, planning and delivering RT services to clients, and evaluating these decisions. In addition, the student’s behavior and skills are discussed during clinical supervision with his/her Clinical Instructor. Assignments are designed so that students can demonstrate their knowledge and insights into illness and disabling conditions, the role and function of RT in client care, and professional growth.

**Required Length of the RT Internship**

Internship in Recreation Therapy: RTH 492 requires 560 hours of direct, full-time service that is completed within 14 consecutive weeks. It is a 12-credit hour, senior level course. Students **may not** enroll in other coursework during the period of the internship.

During this 14-week experience, students may work **no more than 45 hours per week or fewer than 20 hours on-site for any week; falling below 20 hours a week jeopardizes acceptance of internship by NCTRC**. See [www.NCTRC.org](http://www.NCTRC.org) for details. It is not unusual however, that some placements require a 15-week, 600-hour internship. It is the student’s ultimate decision as to whether they wish to select the agency knowing that additional hours will be required by the internship site.

**Student Performance and Professional Behaviors**

Students are expected to maintain professional behaviors at all times. Student’s behaviors should be guided by the Recreation Therapy’s Standards of Practice and Code of Ethics which can be found on the BlackBoard Course page for the student’s reference. Failure of any student to follow these guidelines can result in verbal warnings, written warnings, and up to and including dismissal from the internship site. If a student is having difficulties it is imperative that you talk with **both** your Clinical Instructor at the agency and your Faculty Supervisor at the University as soon as possible.

**Expectations of Behavior**

Intern students are expected to

1. Listen and obey instructions of the agency staff
2. Respect and support the decisions of agency staff
3. Respect fellow interns, volunteers, clients and staff
4. Abide by all guidelines by the agency including appropriate dress
5. Stay informed of and follow agency policies, rules and procedures
6. Keep safety for all in mind at all times for clients, volunteers, staff and self
7. Focus on the mission and needs of the organization
8. Complete assignments by due dates and come prepared to do your assigned duties
9. Fulfill responsibilities for planning and implementing program following the agency guidelines and standards of excellence
10. Maintain professionalism at all times

**Reasons for Warnings and Dismissal from Program**
Working at your agency is a privilege. There may be times where it is necessary to remove an intern from the internship experience. If you are not abiding by the rules, code of ethics and/or are not performing your duties as assigned, you may be discharged from your internship for the safety and best interests of the program and clients.
1. Any breach of the agency’s confidentiality policy
2. Creating an unsafe situation through careless behavior, disregard for agency rules or ignoring instructions from any staff person (including your Clinical Instructor) at the agency.
3. Threatening or abusive behavior towards clients, volunteers or staff
4. Non-compliance with the ATRA Code of Ethics
5. Failure to report to work when scheduled without proper notification (follow agency guidelines)
6. Failure to complete assignments in a timely manner that impacts the program’s operations and/or safety of the clients

**Action Steps**
If you receive a verbal or written warning in regards to any behaviors listed above you should take the following steps:
1. Immediately inform your Faculty Supervisor at UNCW of the situation, providing detailed information
2. The Faculty Supervisor will discuss with the Clinical Instructor the options that are available to the student.
3. The Faculty Supervisor will work with the student and their Clinical Instructor to identify remediation and identify possible actions to be taken by the student to rectify and/or change their performance.
4. If a student violates client safety, Code Of Ethics or the Standards of Practice, the agency has the right to protect their clients and program and can choose to remove the student from the internship experience

**Student Removal from Internship**
Depending on the infraction/action of the student, the university may
1. Report the student conduct to the Dean of Students for infractions to the student code of ethics
2. Review the infraction to determine if the Recreation Therapy Program’s Technical Standards have been violated.

**Clinical Supervision**
It is strongly encouraged that in addition to the administrative and programmatic supervision, a student also receives weekly clinical supervision to discuss any issues regarding client-therapist relationships, questions regarding progress of the client, etc.


Faculty Visits to Intern Sites
Faculty supervisors maintain routine contact with the students and Clinical Instructors through periodic telephone calls, e-mail and Skype scheduled meetings. Students also communicate to the faculty supervisor through their reports and assignments. No site visits for the purpose of supervision will occur unless circumstances indicate that such a visit is in the best interest of the student.

Clinical Instructor’s (Agency) Responsibilities:

1. Within the **first week** of the internship, meet with the student and establish a set of learning objectives using **Student's Learning Objectives** format as found in Appendix D.

2. **Meet with the student weekly** to review/process the previous week's performance and plan the week ahead.

3. Review, provide written comments and sign the intern’s biweekly reports and weekly logs.

4. After **six weeks**, prepare a midterm evaluation of the student's performance using the **TRIE**. At the same time, the student is expected to do a self-evaluation of his or her performance using the same form. **Meet with the student to discuss both evaluations.** Fill out your copy of sign, and submit to the Faculty Internship Supervisor. The student should submit his/her self-evaluation during week 7 of internship. *(The TRIE is available electronically by emailing the Faculty Internship Coordinator or the Faculty Internship Supervisor as assigned for the internship.)*

5. During week 14 prepare and discuss a final evaluation of performance following the procedure outlined in #4 above.

6. Complete the required field placement verification forms as designated by NCTRC and NCBRTL

Faculty Coordinator’s & Faculty Supervisor’s Responsibilities:

1. Maintain open lines of communication with Clinical Instructor and intern through phone contacts, email, Skype, etc.

2. Review assignments, reports and evaluations of the student and take action if problems arise.

3. Arrange for Skype/Web-ex meetings for review of the mid-term evaluation and the final evaluation.

4. Assign a course grade (pass or fail) to the student based on assignments and the agency and student evaluations of the internship.
**Student Responsibilities During Internship:**

**Requirement I: Learning Objectives & Initial Report**
These are a cooperative, joint effort between the Intern, the Clinical Instructor, and the Faculty Supervisor. It is the basic contract between the Intern and Clinical Instructor in which the Intern’s goals and the Agency’s expectations are identified for the **560-hour** placement. The goals identified should be developed in such a way that students obtain, as a result of their internship, experience or exposure to the job tasks for an entry level CTRS as identified by the NCTRC 2007 Job Analysis.

Submit the initial report form and weekly log chart the learning objectives to the Faculty Advisor immediately after completion or within the **first week** of the internship. The format for the initial and subsequent bi-weekly reports is contained in the Appendix A of this manual. Weekly log charts provided by Faculty Coordinator.

**Requirement II: Bi-weekly Reports**
Using the bi-weekly report form found in the Appendix B of this manual, prepare and submit reports on the following schedule: Week 1 (see Requirement I above), and weeks 3, 5, 7, 9, 11, and 13. The most important part of these reports is your analysis and reflection of what you have learned and how this relates to the RT process, the NCTRC Job Analysis and your learning objectives for this internship. **These bi-weekly reports should be discussed with the Faculty Supervisor on a regular basis.** Also submit the Weekly Log Charts (last document at the end of this manual) with your bi-weekly reports.

**Requirement III: 560 hours at the Internship Site**
Complete a **minimum of 560 hours** for the internship during a minimum of 14 **consecutive** weeks. Completion of a minimum of 560 hours implies that the student demonstrates punctuality and responsibility regarding the work/time schedule developed with the Clinical Instructor. Failure to adequately perform in terms of attendance and punctuality are sufficient grounds for failing the RT Internship experience.

Inherent in the completion of a minimum of 560 hours is the demonstration of professionalism in complying with the agreed upon work schedule. **NO VACATIONS: The 560 hours must be continuous (no break in service) over the 14-week period (e.g., no vacations during this period of time).** The student should not work more than 45 hours, nor less than 20 hours within a week’s time.

**Requirement IV: Clinical Case Study**
Complete the requirements for a **Clinical Case Study**, which can be found in Appendix C. The student is required to present his/her case review as a professionally prepared document and submit it to the Agency and Faculty Supervisors. **(Caution: protect client confidentiality by omitting the use of last names.)**
The case study outline is to be used in organizing and preparing a clinical case for review. The purpose of the case review is to increase your understanding of therapeutic recreation as a treatment modality. It will also allow you to take an objective look at your work with clients so that your clinical knowledge and insights can increase.

Keep in mind when you organize and present a case study that you are describing a relationship with an individual based on mutual respect and achievement of desired outcomes (goals). The successes and failures, accomplishments and limitations will be influenced by the relationship you have with the client. Make your presentation interesting yet accurate, and allow your listeners/readers to learn from your experience.

Since treatment interventions are not an exact science, it is acceptable to present a case that did not work out or go as well as you had intended. Many times, this outcome can be the best learning experience for everyone. If this is the case, the outcomes should be described in detail and the student should explore possible suggestions of how treatment could be changed to elicit desired outcomes. It may make for lively conversation among your peers and faculty to identify potential solutions for working with this particular client.

**Requirement V: Internship Video / Special Project**

See Appendix D for the structure of your internship video assignment. This assignment should be considered to be a comprehensive product that describes your internship process and your agency. All aspects of the agency should be included. Documents from the agency’s website can be included in the video. Any pictures (if you have signed releases) can also be included. You should also include descriptions of programs that you developed or implemented during the intern experience. This assignment is worth 150 points or 15% of your grade.

**Requirement VI: Student Performance Evaluations**

It is the student’s responsibility to provide the evaluation (TRIE) to the Clinical Instructor and to schedule tentative dates for completion of the midterm and final evaluations with the Clinical Instructor. The student may also ensure that the original evaluation is sent to the Faculty Supervisor after the evaluation has been discussed with the Clinical Instructor. Student Performance Evaluations are reviewed by the Faculty Supervisor with special attention given to any area of performance evaluated as “needing improvement” or “unacceptable”. Such ratings raise concern and may result in a non-passing grade or extension of the internship experience. Contact your Faculty Supervisor and request a copy of the TRIE via email.

**Requirement VII: Site and Clinical Instructor Evaluation**

Evaluations of the Agency and the Clinical Instructor provide a valuable source of information for future students. Therefore, they should reflect a fair, accurate, and professional portrayal of the internship experience. All evaluations will be filed for use by future students evaluating and searching potential internship sites. The forms for Evaluation of Internship Supervisor and Site can be found as Appendices H & I in this manual.
**Requirement VIII: Documentation**

It is the student’s responsibility to keep copies of all enrollment information, forms, reports, performance evaluations, etc., related to RTH 498 until such time as the student has been awarded initial certification and/or licensure. These records will not be maintained by the University.

**Requirement IX: Credentialing Applications**

The complete copy of the NCTRC Candidate Bulletin can be downloaded by accessing www.nctrc.org. The NCBRTL application can be found at www.ncbrtl.org. The intern should complete a draft of the application/s, develop a timeline for applying and review the draft/s and the timeline with either her/his academic advisor or the Faculty Coordinator before his/her internship. Students may apply during internship to sit for the NCTRC Exam. For deadlines & a description of this procedure see www.NCTRC.org.

**Grading Policies and Procedures**

1. RTH 492 is graded on a Pass/ Fail system. Students must accomplish **BOTH** of the following in order to receive a passing grade:
   
   A) Complete **ALL** required reports, projects, assignments, performance evaluations and submit them in a timely manner to the Faculty Supervisor; **AND**
   
   B) Receive a cumulative rating on these assignments/ requirements of not less than **80%** (80 points on a 100 point system).

2. The final course grade (pass/fail) is evaluated on a 100 pt. scale as follows:

   **Performance and Attitudes as evaluated by Clinical Instructor:**
   
   Midterm evaluation = 20%
   Final evaluation = 35%

   **Assignments & Reports as evaluated by Faculty Supervisor:**
   
   Reports = 15%
   Case study = 15%
   Video Project = 15%

3. Although the evaluation of student achievement may be a collaborative effort between supervisory individuals, the Faculty Supervisor for internship has full responsibility and accountability for the assignment of a course grade.

4. The student should use the RTH 492 course syllabus in a conjunction with the information in this manual for description of the grading process.
**Appendix A: Student Learning Objectives**

**Instructions:** Within the first week of the internship, the student, in cooperation with his or her Clinical Instructor, should establish a set of objectives to be accomplished during the internship. The objectives should be reviewed by the Clinical Instructor before they are formally adopted. A copy of these objectives should be sent to the Faculty Supervisor with student's first weekly report. Please type.

1. Students will demonstrate the ability to independently assess clients/residents utilizing appropriate RT assessment and/or agency specific assessment instruments (Assess)

2. Students will become proficient in creating client/resident treatment plans with goals and objectives (Plan).

3. Students will demonstrate proficiency in planning and implementing therapeutic recreation interventions both group and individual treatments (Implementation).

4. Students will demonstrate the ability to conduct comprehensive evaluation of programs (Evaluation)

5. Students will gain skills in writing progress notes (SOAP or other format).

6.

7.

8.

The achievement of these objectives is important in evaluating the success of the student's internship.

___________________________  ____________
(Student's Signature)          (Date)

____________________________  ____________
(Clinical Instructor's Signature)  (Date)

____________________________  ____________
(Faculty Supervisor's Signature)  (Date)
Appendix B: Internship Report

All reports should be typed & submitted to the Faculty Supervisor after the completion of weeks 1, 3, 5, 7, 9, 11 and 13. Please comply with the format below.

Name: __________________________

Beginning/ending dates for first week of this report: _____________  # of hours on-site: __

Beginning/ending dates for second week of this report: _____________  # of hours on-site: __

Total/Cumulative hours to date: ____________/560

*Also complete the weekly Log chart; submit one chart for each week; identify number of hours spent in each category

1. Identify your student learning outcomes that you worked on for these two weeks:

2. Analyze your past two weeks assignments & responsibilities in terms of their learning value and accomplishing the learning objectives listed above:

3. Interaction with Agency Supervisor (describe meeting, discussion topics, field trips together, directed readings, meetings attended together, etc.):
Dates of these 2 weeks are: _________________________;  ___________________________

**Tentative schedule for upcoming 2 weeks** (ID scheduled hours & brief description of what you will be doing – scheduling, planning, assessment, etc.):

<table>
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<tr>
<th>Week#</th>
<th>Sun</th>
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*Note: hour limitations (no less than 20 hours per week, no more than 45 hours per week)*

**Clinical Instructor’s Comments** (Brief statements of student’s progress):

__________________________  __________________
(Student's Signature)        (Date)

__________________________  __________________
(Clinical Instructor’s Signature)  (Date)

__________________________  __________________
(Faculty Supervisor’s Signature)  (Date)
**Appendix C: Case Study**

**CASE STUDY GUIDELINES & FORMAT**

1. **Identifying Data.** Present pertinent background information on the client while maintaining confidentiality (do not use actual names). Data should include age of client, gender, educational level, residence, occupation, reason for hospitalization or treatment, diagnosis, and anticipated length of stay. State where you obtained the information (e.g., interview, use of client chart/record, other professionals, and/or family member).

2. **Reason for Referral to RT.** Indicate whether the attending physician formally referred the client to RT with the specific reason for the referral, or whether you initiated contact with the individual other than a referral. In the case of community based programs, the reason for referral could be enrollment of the client into the program.

3. **Initial Encounter.** Describe the nature of your initial encounter with the client and give the essential nature of the individual’s response to you. Describe the type of services that you discussed with the client and the reason you gave for approaching the client. Give your impressions regarding how the client responded to your approach including his/her level of awareness, trust, and receptiveness to working with you.

4. **Formal Assessment Process.** Briefly describe the full assessment process indicating when, what, how (describe specific assessment tools used), and why you performed these activities during the assessment process. Include any relevant information regarding the person’s level of participation in this process. Did the assessment yield helpful information? If good information was obtained describe the helpful information and if not, why not. Also, it would be very useful to describe any feelings you had developed at this point in your relationship with the client. Were you comfortable working with the client and with the interactions you had with the client? Did you have any particular concerns or apprehension related to working with this client?

5. **Major Concerns.** Describe the primary concerns (problem areas) you or the client developed as a result of the assessment process. Were the concerns relevant to the overall reason for treatment or hospitalization? Are these concerns necessary for recovery and/or intervention efforts? For example, you may find out that the client has problems with his interaction with family members. This may or may not be a part of the presenting problems that need to be addressed by the treatment team. An example that may be part of the presenting problem would be if your client had a recent spinal cord injury and needs to identify leisure resources in his community. This would enable the client to remain active after discharge and/or learn or adapt new activities based on his/her level of functioning.

6. **The Plan.** Indicate the specific **goals, objectives, and interventions** that were developed for the client’s treatment plans that directly relate to RT services.
7. **Documentation/Progress Notes.** For each meeting you have with your client, you are to document your session using the agency’s standard documentation requirements. If the agency does not have a standard way of documenting you should use either the SOAP or DAP method of documenting. Include the date and time of the intervention as well.

8. **Progress to Date.** Describe how the plan is progressing or how it proceeded if the client has been discharged. Describe your relationship with the client as the treatment progressed. Highlight key developmental, psychosocial, and/or psychological issues pertinent to this relationship. Describe how the use of activities was used as therapeutic, educational, and/or recreational modalities. If the case has been completed, include the discharge summary and describe the termination process (how were RT services terminated?) What discharge plans were made?

9. **Discussion and Evaluation.** Using the above information as background, review your involvement with this client by answering all of the following. How did your thoughts and feelings influence the actual services you provided or encouraged the client to participate in? What went well? What did not? Would you have done anything differently after reviewing this case? Were any of your expectations (goals or objectives) unmet? Why? What was the most difficult part of the RT process for you? Explain. What needs to be done with this client in the future? What areas do you anticipate the client will have difficulties? What are the major questions you have about the RT process as it relates to this client or to other similar clients? What questions, feedback or input would you like to have answered regarding this client? What have you learned from this experience?
Appendix D: Internship Video Project

The Internship Video Project will be a detailed video description of your internship experience. This video should have a length between 8-10 minutes. It should be a summary of your internship experience including: why you chose this type of internship, what your interview included, what you learned, what areas you felt well-prepared and areas you could have used more preparation. In addition, this video should include information about your agency: describing the population served, prevalent diagnoses, LOS and other demographic information; a detailed description of the agency; the RT department; Internship duties and assignments; a narrative of your significant experiences; most memorable moment and what you liked the most about your experience. Your video can include pictures of your agency, special project information (as dictated by your agency) and other approved (by your agency) photographs/video clips. To assist you in what needs to be included in the video, see below. Use your own creativity and style to develop a video that will be used with pre-internship students in their preparation for their journey to internship.

1. **Descriptive Information**: indicate the name and place of internship, your Clinical Instructor, the time frame of the internship. (Note: be specific with starting and ending dates of the internship.)

2. **Description of the Population**: describe the clients with whom you were assigned (e.g., specialized units such as SCI, sub-acute, Psychiatry), the most prevalent diagnoses, length of stay, age, ethnic and socio-economic backgrounds.

3. **Description of the Agency**
   a. **Overall Agency and Department Description**
      1) **Agency**: Describe the type of agency (e.g., private, public, profit, nonprofit, etc.); provide the mission and vision statements of the agency, the number of clients/beds served, referral system for clients, and identify the different departments within the agency.

      2) **RT Department**: Include the lines of accountability (reporting structure) for RT, the relationship of RT to other disciplines (e.g., co-treatment/co-leadership, team structure and process), the role of RT in the treatment of clients; the referral process for clients to receive RT services (if applicable also explain the process); describe/include the departmental policies and procedures; and describe the administrative duties of the RT Director.
4. **Internship Duties and Assignments**: Reflect on your overall learning experience (reflect and comment on changes you experienced throughout the Internship such as increased responsibilities; involvement in documentation; planning and leading groups or events). You do not need to restate the goals you set for your Internship; rather reflect on and discuss the progress you made in applying the knowledge you learned in the classroom into practice. Were all your identified goals met? If not, discuss.

5. **Narrative of Significant Experiences**: Please reflect on and discuss the value of this Internship in terms of what you learned about:
   a) recreation therapy;
   b) the agency and clients served;
   c) yourself – What did you discover about yourself as a recreation therapist? What do you excel at? How would you describe your overall style? What are areas that you feel you need to improve upon?

6. **Recommendations for Improving the RT curriculum**: Please provide feedback about your preparation for internship. Identify areas you felt you were well prepared and areas you would have benefitted from additional preparation from the university.
### Appendix E: Evaluation of Internship Site
(To be completed by the student at the conclusion of the internship.)

**INTERNSHIP SITE EVALUATION**

Intern: ______________________________    Date: ________

Agency: ______________________________

Instructions: Rate the strengths and weaknesses of the internship site in terms of meeting your needs as an Intern Student. Using the following scale, place an “X” in the appropriate column to denote your rating of each item.

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<th>3</th>
<th>2</th>
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<td>1. Provided an in-depth orientation and training to the agency and program.</td>
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<td>2. Provided you the opportunity to “shadow” your supervisor at the beginning of the internship to observe, question, and learn the routine of the program.</td>
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<td>3. Provided adequate and competent supervision during your internship</td>
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<td>4. Provided you with adequate resources to prepare for your duties (library, materials, supplies, equipment, and facilities).</td>
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<td>5. Provided exposure to administrative duties and responsibilities (staffing, budgeting, reports)</td>
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<td>6. Offered the opportunity and encouragement to put classroom theory into practice and provided opportunities for learning and leadership.</td>
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<td>7. Assisted you in achieving your personal and professional goals.</td>
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<td>8. Provided adequate supervision meetings where evaluation of your performance was given in concrete and specific feedback.</td>
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<td>9. Opportunities for, and openness to, suggestions for new programs or services were encouraged.</td>
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<td>10. Staff conducted themselves in a professional manner and they were good role models for me.</td>
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On the back of this form, provide some comments regarding whether you would recommend this site to future interns. Specifically comment on the strengths and limitations of this agency for TR Internships. Your comments will help other students make decisions about Internship sites.
**Appendix F: Evaluation of Internship Clinical Instructor**

*(To be completed by the student at the conclusion of the internship.)*

**INTERNERSHIP SUPERVISOR EVALUATION**

Intern: _______________________________    Date: ________

Agency: ______________________________

Supervisor: ____________________________

**Instructions**

Please evaluate the quality of the supervision you received during the internship experience. Using the following scale, place an “X” in the appropriate column to denote your rating of each item.

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<tr>
<th>ITEM</th>
<th>5 = Strongly Agree</th>
<th>4 = Agree</th>
<th>3 = Neutral</th>
<th>2 = Disagree</th>
<th>1 = Strongly Disagree</th>
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<tbody>
<tr>
<td>1. My supervisor was interested in me as a person and as an intern.</td>
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<td>2. My supervisor was willing to discuss the full range of my duties at the agency.</td>
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<td>3. My supervisor responded to problems I presented and assisted me in finding solutions.</td>
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<td>4. The weekly supervision meetings were productive and added to my knowledge and insight as a future professional</td>
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<td>5. I had a thorough orientation to the agency and the program.</td>
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<td>6. My supervisor was sensitive to my work assignments that needed to be completed for the University requirements.</td>
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<td>7. My supervisor was sincere in his/her interactions and encouraged me to do my best.</td>
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<td>8. My supervisor had a good understanding of philosophy and practices in the TR profession.</td>
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<td>9. My supervisor was a good role model for me.</td>
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<td>10. My supervisor was flexible in arranging my duties as situations arose at the agency or in my personal life.</td>
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<td>11. My supervisor was open to change, innovations and new techniques and challenged me to be creative.</td>
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Please use the back of this form to write any additional comments you feel regarding the supervision you received while an intern student.
WEEKLY INTERNSHIP LOG

NAME_________________________ WEEK _______________ DATES IN THE WEEK___________

*Students should record the amount of time they have performed the following functions throughout the week in 15-minute increments. This information is for the benefit of the student and may be used when completing the certification application.

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<th>Documentation</th>
<th>Assessment</th>
<th>Evaluation</th>
<th>Participation</th>
<th>Planning</th>
<th>Assisting</th>
<th>Leading</th>
<th>Administrative</th>
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</table>

Comments may be written on back of this page.

*Total hours for week = 

*Note: total hours per week should be no less than 20 hours and no more than 45 hours in any given week.

__________________________________________________
Clinical Instructor’s Signature and Date

__________________________________________________
Student’s Signature and Date