Internships provide students the opportunity to develop career interests and skills in Recreation, Tourism and Therapeutic Recreation (RTTR). It is the student’s responsibility to read this entire handbook prior to meeting with the RTTR Internship Coordinator or the Internship Administrative Assistant.

Winona State University
Winona, MN 55987

January 2015 – 11th Edition
RTTR Internship Handbook

This handbook provides an overview of the internship process.

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RTTR Internship Handbook

Introduction

This handbook has been designed to assist Recreation, Tourism and Therapeutic Recreation (RTTR) Majors in the procedural aspects involved in successful acquisition and completion of the “capstone” internship experience.

The internship experience has been designed to serve as a practical vehicle of transition for students to make the change from classroom to recreation/tourism/therapeutic recreation settings. Within the structured environment of a university approved agency/site and under the direct supervision of a university approved professional in the field, the student receives guidance in transitioning from the academic setting to the role of an employee in a “real life” worksite.

QUESTIONS OR ADDITIONAL INFORMATION?

CONTACT: Lorene Olson, Ph.D., C.T.R.S.
Faculty Internship Coordinator
Telephone: 507-457-5499
E-Mail: lolson@winona.edu
Fax: 507-457-5606

RTTR Internship Administrative Assistant
Telephone: 507-457-5202
E-Mail RTTROffice@winona.edu
Fax: 507-457-5606
Checklist of student responsibilities:

1. Please read the Internship Handbook thoroughly before proceeding.
2. Schedule a pre-internship meeting with Dr. Lorene Olson after reading the handbook, paying particular attention to pages 4-7 at this time.
3. Locate potential internship sites with Dr. Olson’s assistance, as needed.
   Note: A database of internship sites where previous RTTR students have interned is available on the website: https://mywsu.winona.edu/departments/rttr/SitePages/Home.aspx
4. Contact various sites of interest to arrange for a site visit and interview.
5. Meet with potential internship supervisors. Ask about:
   a. Nature of internships available (i.e. TR/RT)
   b. Required intern qualifications (i.e. CPR/First Aid Certification)
   c. Previous internship supervisory experience on the part of the site supervisor
6. If a contacted site appears of interest to you, it is time to obtain the following pieces of information to present to Dr. Olson during your second individual meeting regarding your internship:
   a. A detailed description of your duties and responsibilities as an intern at the desired agency.
   b. Information pertaining to the credentials, full contact details (phone, fax, email) and former intern supervisory experience of your potential site supervisor (Note: Internship site supervisor must be a full-time employee of the selected agency for a minimum of two years prior to accepting an intern.)
   c. TR interns must obtain a current copy of their potential site supervisor’s NCTRC certificate. Note: It is the student’s responsibility to ensure that the site supervisor’s CTRS certification is current on the first day of, and will remain current throughout the course of his/her internship experience. All TR Supervisors must have held the CTRS credential for at least two years prior to accepting an intern.
   d. An electronic verification of your WSU Degree Audit Reporting System (DARS) indicating at least a 2.5 overall GPA, completion of all courses in the major, and senior status.
   e. A photo of yourself for our files
   f. A copy of any affiliation agreements and/or clinical contracts required by the agency. (Note: For the protection of our students, the WSU Legal Affairs Department must review the language in all affiliation agreements or clinical contracts. This can sometimes slow the internship registration process by two weeks or more.) Students should be aware that there have been incidents in the past where contract language has resulted in unsuccessful contract negotiation. Therefore, we recommend early processing of paperwork requiring affiliation negotiations. It would be wise not to schedule travel arrangements prior to successful contract negotiations.
7. Upon approval of the information submitted to Dr. Olson, schedule a meeting with the Internship Administrative Assistant (457-5202) to complete your internship registration paperwork. The following forms will be completed at this time:
   a. Internship Data Sheet (page 17)
   b. Internship Agreement form (pages 15-16)
   c. Reduced Student (Activity) Fee Authorization. (if site is beyond the 50 mile radius from the Winona campus) (pages 18-19)
   d. Other information that must be submitted at this time includes: a copy of your internship duties and responsibilities (with Dr. Olson’s approval signature), electronic proof of a cumulative 2.5 or better GPA, an electronic picture/photo of yourself, and a copy of your supervisor’s current NCTRC certificate (if you are a TR major).

8. Register for your internship, as per instruction by the RTTR Administrative Assistant.

9. Begin internship. Please remember the following minimums –
   480 hours, 12 continuous and uninterrupted weeks for 10 credit internships OR 600 hours, 15 continuous and uninterrupted weeks for 12 credit internships. **(Note: Even if they choose to register for a 10 credit internship all TR students must complete 600 hours for certification purposes.)** Interns may not work less than 20 hours in any one week nor may they count more than 45 hours in any one week toward the 480/600 hour minimums. Fewer than 40 hours in any one week will necessitate additional weeks at the intern site. **NOTE: A student may not decrease the required number of consecutive internship weeks by consistently working 45 hours/week.** In addition to the 480/600 hour minimums, each intern will be required to return to WSU to participate in presentation on his/her internship experience. In the rare instance where serious illness or personal emergency causes absence or the inability to work at least 20 hours per week, no more than two consecutive weeks of interrupted field placement work will be accepted. When a field placement (internship) is interrupted due to these factors, the TR student must immediately contact NCTRC for Alternative Field Placement Guidelines.

10. ***VERY IMPORTANT*** Submit timely reports every two weeks via e-mail attachment. RT majors follow the outline on pages 22-23. TR majors follow the outline on pages 25-26. If you do not readily have computer access, hard copies by mail or fax will suffice. As they are completed, each bi-monthly report should be reviewed with, and signed by the site supervisor. Supervisor signatures are not required on the emailed copies of the bi-monthly reports; however, students must submit supervisor signed hard copies of the bi-monthly reports at the end of the internship. It is extremely important to keep lines of communication open during your internship experience. Your university supervisor should be contacted immediately when any questions or concerns arise.

11. Initiate a mid-term conference with internship site supervisor for purposes of reviewing the mid-point evaluation form. The site supervisor completes
12. Initiate a final conference with internship site supervisor for purposes of reviewing your final evaluation form. The site supervisor completes the final evaluation form via a Qualtrics survey sent to him/her by RTTR’s administrative assistant.

13. If, for one reason or another you are unable to return to campus for the final internship presentation a PowerPoint with voice over will suffice. Material to be covered in this 15 to 20-minute presentation should include the following:
   a. A brief overview of the agency in which you completed your internship, including: the nature of the clientele served, the budgetary processes you were exposed to, your duties and responsibilities as an intern, special projects and/or highlights of your internship.
   b. Personal and professional growth experiences and/or new insights you have gained as a result of your intern experience.
   c. Please share with the underclassmen any assessment and/or documentation activities you were required to complete during your internship. For TR majors only, showcase samples of any assessment, planning, and/or evaluation forms you utilized. Also include an actual assessment and progress note that you wrote and your supervisor reviewed. Be sure to use a fictitious name when you present these items to students.
   d. Are there topics that you believe should have received greater emphasis within your RTTR classes; if so, what are they?
   e. How you might have better prepared yourself for your internship experience? What you consider your own strengths and weaknesses to be as you enter the field.
   f. What practices does the agency engage in that are unique and that you might want to emulate someday? (ie. programs, partnerships, therapeutic approaches, fundraisers)
   (Remember confidentiality issues and be sure to discuss the contents of your WSU presentation with your site supervisor in advance. When feasible, site supervisors are invited to attend and participate in your WSU presentation.)

14. Prior to or upon return to WSU for your final presentation, the student must submit the following:
RTTR Internship Handbook
a. RTTR Quality Improvement Survey (Page 29)
b. Student evaluation of the on-site supervisor (Page 30)
c. Seven Principles for Good Practice in RTTR Questionnaire (Pages 31-35)
d. Final Evaluation from On-Site Supervisor (Page 29)
e. Hard copies of all bi-monthly reports signed and dated by your site supervisor. (Note: TR students must retain additional personal copies of the bi-monthly reports for use when applying to sit for their national exam.)

****A reminder – as per University guidelines, double majors (RT and TR) may not enroll in more than 21 internship total credits
INTERNSHIP PURPOSE, OBJECTIVES, PRE-REQUISITES AND OTHER CONSIDERATIONS

Purpose of Internships
The Recreation & Tourism/Therapeutic Recreation Internship Program provides experiential learning opportunities valuable to a student’s professional development. The field experience (internship) also provides a means of reinforcing and enhancing academic preparation. Through experiential involvement, interns actively apply classroom knowledge and skills in a real work environment. In partnership with cooperating internship agencies, the Department offers the following internships to eligible degree candidates:

- RTTR 397 Recreation and Tourism – 10 S.H. (must complete 480 hours)
- RTTR 397 Recreation and Tourism – 12 S.H. (must complete 600 hours)
- RTTR 399 Therapeutic Recreation – 10 S.H. (must complete 600 hours)
- RTTR 399 Therapeutic Recreation – 12 S.H. (must complete 600 hours)

Objectives
The capstone field experience affords student interns opportunities to:

1) Participate in productive work activities as cooperative, contributing team members.
2) Actively apply previously acquired leadership, managerial, program planning, evaluation presentation and technological skills in meeting site/agency job requirements and expectations.
3) Develop strong interpersonal skills as applied to on-the-job oral and written communications
4) Exercise decision-making and problem-solving abilities in performance of self-directed work assignments.
5) Evaluate personal expertise and academic achievements in relation to agency needs
6) Assess career plans and aspirations in relation to field experience.
7) Gain practical experience in assessing the needs and interests of clientele served.
8) Gain practical experience in setting and monitoring individual and/or group goals and objectives
9) Gain practical experiences in program implementation and evaluation.

Pre-requisites
1) A minimum 2.5 GPA overall as it appears on the Degree Audit Reporting System (DARS) at the conclusion of the semester preceding the internship experience.
2) Senior standing.
3) TR Majors must obtain, read and agree to follow all the rules and regulations contained in the NCTRC Candidate Bulletin. This is available through the office of the NCTRC, 7 Elmwood Drive, New City, NY 10956, Telephone 845.639.1439; Fax 845.639.1471; email: nctrc@NCTRC.org website: www.nctrc.org
4) All internships are taken on a pass/no credit basis.

5) The maximum number of credits that can be combined in internship is 21 (see current university catalog).
6) The full-time, on-site agency supervisor of TR interns must possess the CTRS credential for two year prior to supervising an intern.

QUALIFYING POSITION
1) Since the internship experience is designed to include experiences related to the job search process, one should use appropriate job search procedures to locate a “qualifying” internship position.
2) The responsibility for establishing and verifying the quality of an internship position is a responsibility that is shared between the student and designated faculty internship coordinator. For a meaningful experience, qualifying positions must meet the following guidelines:
   • Interns are to report to an on-site internship supervisor who is an experienced management-or supervisory-level employee. TR intern supervisors must possess current CTRS certification and have been credentialed for two years prior to accepting an intern. Final verification of the same is the student’s responsibility. Verifying a supervisors CTRS credential is a simple process. Go to www.NCTRC.org and click on the verification icon. When you find your supervisor’s name and date of certification make a hard copy and submit the same to the WSU internship coordinator along with your proposed internship duties and responsibilities, a photo of yourself, contact details and brief bio of your direct supervisor.
   • Work experience must involve a challenging variety of recreation-related responsibilities rather than repetitive, routine tasks in order to qualify for an internship. Therapeutic Recreation students must obtain experiences as outlined in the most current NCTRC National Job Analysis.
3) If the student is a double RT/TR major, two distinct internships are required. Please note that the University does not allow more than 21 credits (See current WSU Undergraduate Catalog) for internship experiences.
4) A student may intern with a current employer provided the position meets the usual internship guidelines and quality criteria. The work assigned must include challenging work experiences and involve responsibilities beyond the scope of an employee’s present position.
5) An internship supervised by a student’s friend and/or relative is normally not approved because of a potential conflict of interest.
6) Students involved in a Therapeutic Recreation Internship are responsible for obtaining a photocopy of the internship site supervisor’s certification credentials. An internship will not be approved until this information is submitted to the RTTR Internship Supervisor as well as the RTTR Administrative Assistant. If a site
supervisor changes throughout the course of an internship, the RT or TR student is responsible for providing the University with the full name, contact details, credentials, qualifications, NCTRC certificate (when the student is a TR major) and other requested information prior to the changeover in site supervision.

**INTERVIEW**
Internship interviews should be treated as a job interview. The student should enter the internship interview in a prepared, organized fashion. He/She should be ready to discuss his/her academic and volunteer experiences which qualify him/her for the internship position. Further, the student must have familiarized himself/herself with the WSU Internship Handbook prior to the interview. This will ensure that the student provides the potential site supervisor with accurate information. Prior familiarization with the internship handbook will ensure that the student obtains all the internship site related information which will later be required to be submitted to the WSU Internship Supervisor. Students must not accept an internship placement without the WSU Internship Supervisor’s final approval.

**NOTE:**
- **On-Site Supervisor** – The person at the internship site responsible for supervising and evaluating the intern.
- **RTTR Internship Administrative Assistant** – Assists with paperwork and processing.
- **RTTR Internship Coordinator** – Faculty member assessing and evaluating student intern.

**COPIES**
1) Please keep a copy of each for you file through the Internship Administrative Assistant
2) Obtain copies of all your evaluations from your site supervisor.
3) Keep signed hard copies of your weekly log/worksheets. You will need to submit these hard copies at the end of your internship
4) Keep personal copies of your mid-term and final evaluation forms as prepared by your On-Site Supervisor. You may find these useful when seeking positions in the field.
The following information may be helpful as you begin your internship search process.

1. View the internship search process as a learning experience that will provide insight into your future job searches. The RTTR Department considers it the responsibility of prospective interns to initiate contact with internship sites, much as if one were seeking professional employment. Your RTTR internship coordinator will assist you in this process, as needed.

2. Check the resources that are available. Many internship and career placement resources are listed on the internet (see sample sites, page 12). Also, check the RTTR website www.winona.edu/rttr for an electronic copy of a database of previous internships our students have obtained.

3. After compiling a list of possible sites that interest you, you may want to meet with the RTTR internship coordinator to discuss them.

4. Internship applications will usually proceed in one of two ways. If time permits, a cover letter and resume should be sent to the potential internship sites. A sample cover letter and resume are available in this handbook or can be created on the computer. The WSU Career Services Office is a useful contact when it comes to writing cover letters and resumes. This may then be followed up with a phone contact. If time is limited, direct telephoning may be your initial contact with the internship site. At all times during the search process, it is important to project a professional image. Sending a thank you note after the interview is customary.

5. Always remember to keep in touch with your RTTR internship coordinator during the search process.

6. Once a site supervisor has tentatively agreed to accept you as an intern, meet with the RTTR internship coordinator for approval of your site related duties and responsibilities. Remember that you cannot officially accept the offer until your duties and responsibilities have been approved by the RTTR internship coordinator.

WEB RESOURCES
The attached list of websites contain information about professional organizations, as well as some links to job postings for RTTR majors.

**Professional Organizations (some have job links)**

- [www.nrpa.org](http://www.nrpa.org) (National Recreation and Park Association)
- [www.nctrc.org](http://www.nctrc.org) (National Council for Therapeutic Recreation Certification)
- [www.aee.org](http://www.aee.org) (Association for Experiential Education)
- [www.recreationtherapy.com](http://www.recreationtherapy.com) (Therapeutic Recreation Directory)

**Internship Sites**

- [www.resortinternconnection.com](http://www.resortinternconnection.com) (Resort Intern Connections)
- [www.sru.edu/studentlife/campusrec/Pages/PracticumsInternships.aspx](http://www.sru.edu/studentlife/campusrec/Pages/PracticumsInternships.aspx) (Slippery Rock University)
- [www.publichealth.indiana.edu](http://www.publichealth.indiana.edu) (Indiana University)
- [www.internships.com](http://www.internships.com)
- [www.rileyguide.com/hosp.html](http://www.rileyguide.com/hosp.html)
- [www.acacamps.org/jobs](http://www.acacamps.org/jobs) summer and year round camp jobs
- [www.ymca.net/career-opportunities](http://www.ymca.net/career-opportunities) YMCA jobs
- [www.ihiresportsandrecreation.com/](http://www.ihiresportsandrecreation.com/) iHireSportsandRecreation jobs
- [www.jobs2careers.com](http://www.jobs2careers.com) All jobs – Recreation or Therapeutic Rec
- [www.recreationandparksjobs.com](http://www.recreationandparksjobs.com) Recreation and Parks jobs (all types)

**SAMPLE RTTR INTERNSHIP COVER LETTER**
Dear (        ):

I am currently a (senior) at Winona State University majoring in RTTR: Recreation and Tourism/Therapeutic Recreation. As a part of my academic program, I am required to complete an internship which will allow me to utilize the skills I am developing in my coursework. I would like to do this internship with (name of agency).

Ideally, the greatest benefit would be if I were given the opportunity to work in your __________________________ program. To date, I have completed coursework in (______________________) as well as (______________________). My minor in (__________________) further enhances my (____________________) degree by giving my (____________________) program a direct focus on (______________). To date, I have earned a (3.5) grade point average on a 4.0 scale.

As a part of my internship contract, I would need to work a minimum of 600 hours over 12-15 consecutive weeks for your agency between the dates of (_____________ and______________). These dates can be altered to accommodate any special projects you might be working on which I might be of assistance. During the time period, I will (have no other obligations/list any other obligations).

If you would be willing to consider the possibility of sponsoring an intern, please contact me, and I will forward letters of recommendation and a transcript of my coursework. At that time, I could also set up an appointment to talk with you further about my qualifications for an internship with (______________________).

I have enclosed a resume for your review. I look forward to the possibility of interning with your program/agency/organization and hope to hear from you in the near future.

Sincerely,

(Name)
(Address)
(Phone Number)
(E-mail Address)
OBJECTIVE: To obtain employment within a government environmental agency in the western United States

EDUCATION
Winona State University, Winona, MN
Bachelor of Science degree May 2014
• Major: Recreation/Tourism
• Major GPA 4.0; Dean’s list four of seven semesters
• Relevant Coursework: Outdoor Pursuits, Leisure in Cultures, Recreation Programming, Foundations of Tourism, Wilderness Ethics, Safety and Survival, Adventure Travel, Tourism Development

SPECIAL SKILLS
• ARC Info & ARC View GIS software
• Trimble Global Positioning Systems hardware and software

WORK EXPERIENCE
Geographic Information System (GIS) Intern May – August 2013
Yellowstone National Park, CO
• Charted habitat for endangered species at different spatial scales
• Assessed land cover changes for ranges of endangered species
• Created a GIS model to determine intact forest tracts using data from large-scale remote sensing of forests
• Trained wildlife management professionals in application of Global Positioning Systems, GIS, and remote sensing

Outdoor Recreation Assistant May – August 2012
Arthur Temple College of Forestry, Nacogdoches, TX
• Developed specific skills and knowledge related to delivery of recreation and leisure services
• Assisted in developing, planning, implementing, and evaluating programs
• Mapped state-owned recreational facilities for user studies
• Prepared detailed report on recreational use of forested tracts of state-owned land

HONORS/ACTIVITIES
• Environmental Club Treasurer 2012– Present
• Eagle Scout, BSA 2011– Present
• WSU Outdoor Club 2010 – 2013
RTTR Internship Handbook

Recreation and Tourism/Therapeutic Recreation Internship Agreement

Name______________________________________ Semester __________________20___

Internship Site _______________________________________________________________

On-Site Supervisor __________________________________  Telephone________________

Dates of Internship:  Start ___________________   End _____________________

Hours/Week_________________________  Number of Credits _________________________

Is there compensation for this internship? [ ] Yes [ ] No Form: ____________

Intern’s Responsibilities:
1. Follow each of the steps on the Internship Flow Sheet in the Internship Handbook (Page 4-7)
2. Perform the work assignments and position responsibilities according to agency supervisor and agreed upon by the RTTR Internship Coordinator
3. Complete internship logs and two-week (bi-monthly) work reports following the format on pages 22-25 of the internship. Submit via e-mail to the RTTR internship coordinator. Upon e-mail submission of reports, provide agency supervisor with a hard copy of report. Obtain agency supervisor’s signature and maintain signed copies until internship presentation. Site supervisor’s signature is not required on e-mailed reports to Dr. Olson
4. Contact the RTTR internship coordinator by phone whenever an issue or concern becomes apparent. In her absence, contact the internship administrative assistant
5. Complete all internship requirements specified in the handbook and submit required material to the RTTR internship coordinator
6. Formally meet at least once every two weeks (bi-monthly) with the agency supervisor to review internship logs and receive performance feedback and appropriate supervisory guidance. Document the same in your logs
7. Maintain current CPR and/or First Aid certification if required by the internship site.
8. TR Majors must obtain and submit a copy of agency supervisor’s NCTRC certificate.
9. Present internship experience to underclassmen
10. Complete all minimum week and hour requirements, as stated in the internship handbook.

Agency Supervisor’s Responsibilities
1. Provide student with a detailed list of duties and responsibilities for university review and approval.
2. Provide a meaningful, comprehensive, qualifying internship experience exposing the student to the following:
   a. Agency and departmental values, vision, mission and plan
   b. Assessment processes
   c. Individualized and group planning processes
   d. Program implementation and evaluation processes
   e. Evaluation of individualized intervention plan for TR majors
   f. Documentation processes
   g. Organizing and managing services
   h. Outreach, advocacy and public relations
   i. Professional development opportunities
3. Brief the intern on company policies and procedures regarding safety, production expectations, daily work schedule, performance standards, and other job factors normally covered for new employee orientation.
4. Provide an in-depth orientation program for interns.
5. Review the intern’s bi-monthly (every other week) log/work reports and sign. Meet regularly with the intern to review bi-monthly reports, plan work assignments and discuss performance.
6. Submit the Intern Evaluation Forms via Qualtrics survey at the mid-point and completion of the internship.
7. Notify the faculty internship coordinator of any internship-related problems on a timely basis.
8. TR agency supervisors must agree to expose interns to the typical job tasks of a TR Specialist as outlined in the most
RTTR Internship Handbook

current NCTRC National Job Analysis Study, the findings of which are reported in the NCTRC Candidate Bulletin.

9. Complete NCTRC Field Placement Verification Form with or on behalf of the WSU TR intern.

10. SPECIAL NOTE: All agency supervisors who accept TR interns are asked to provide the student and University with proof of current CTRS certification and evidence that he/she has held the CTRS credential for at least two years prior to accepting an intern.

RTTR Internship Coordinator/Administrative Assistant Responsibilities

1. Review and approve the internship proposal including total credits, job description, work hour total, general internship conditions and qualifying internship characteristics. (Coordinator)

2. Provide any pre-assignment counseling and instruction as required. (Coordinator and Assistant)

3. Assist in solving any internship-related problems. (Coordinator)

4. Consult as needed with the agency supervisor to secure information on the progress of the intern. (Coordinator)

5. Review all required forms, reports, summaries and other internship requirements for a final evaluation. (Coordinator)

6. Coordinate all phases of the internship, respond to requests for information, and provide assistance to the intern in meeting internship requirements. (Coordinator and Administrative Assistant)

7. Upon request, submit to site/agency a Memorandum of the MnSCU Student Liability Insurance Contract. (Coordinator or Assistant)

8. Maintain e-mail/phone contact with intern. (Coordinator)

9. Read and respond to intern’s bi-monthly progress notes. (Coordinator).

As indicated by the following signatures, all parties have read the preceding statement of responsibilities on this two page document and agree to those internship provisions.

INTERN__________________________________________ Date ______________
Phone _____________
E-Mail _____________

AGENCY SUPERVISOR__________________________________ Date_____________
Phone____________________
E-Mail ____________

For TR, CTRS Cert. # ________________________
Initial date Credentialed _______________________
Annual Expiration Date ________________________

RTTR INTERNSHIP

COORDINATOR__________________________________ Date ________________
Dr. Lorene Olson
E-Mail LOlson@winona.edu Phone 507.457.5499

DEPARTMENT OF RECREATION, TOURISM AND THERAPEUTIC RECREATION
Internship Data Sheet

Name: ____________________________ Date: ____________________________
<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech ID#</td>
<td>____________________________</td>
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<tr>
<td>E-Mail addresses</td>
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<td>Local Address</td>
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<td>Phone</td>
<td>____________________________</td>
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<td>Permanent Address</td>
<td>____________________________</td>
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<tr>
<td>Major/Option</td>
<td>____________________________</td>
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<tr>
<td>On-Site Supervisor</td>
<td>_______________________   Title: ___________________</td>
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<td>E-Mail Address</td>
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<td>Internship Site</td>
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<td>Nature of Clientele Served</td>
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<tr>
<td>Internship Start Date</td>
<td>_________________   End Date: _________________</td>
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<tr>
<td>Hours per Week</td>
<td>_________________   Paid: _________________</td>
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<tr>
<td>Number of Credits Sought</td>
<td>_________________   Semester: _________________</td>
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</table>

Student Signature: ____________________________ Date: _______________

*We would like to post your name along with your internship site in our data base, as well as on our bulletin board. Please sign below if you give your permission for us to do so.*"
WINONA STATE UNIVERSITY - REDUCED STUDENT FEE AUTHORIZATION

TO BE COMPLETED BY STUDENT OR DEPARTMENT ADVISOR/INSTRUCTOR

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<tr>
<th>Cr Hr</th>
<th>Course ID#</th>
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<th>Course Site (City/State)</th>
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Student’s Last Name

Student’s First Name

Warrior ID #

Semester
(Summer, Fall, Spring)

Year
(1, 3, 5)

Term

PLEASE NOTE – Reduced student fees include the Union Facility Fee, Wellness Fee, Student Life Fee, Athletics Fee & Health Service Fee ONLY. These fees will be reduced in half, if the course(s) qualify. All other fees at Winona State University are not reduced. Qualification requires that the course(s) be completed beyond the 50 mile radius from the Winona campus.

REDUCED FEES DO NOT APPLY TO ONLINE COURSES OR IF YOU ARE ENROLLED CONCURRENTLY IN A WINONA OR ROCHESTER CAMPUS COURSE.

Please submit form to: WSU Department Advisor/Instructor

TO BE COMPLETED BY DEPARTMENT ADVISOR/INSTRUCTOR

This student is scheduled for the entire term at a location outside a 50 mile radius from the Winona State University campus and is engaged in the following activity: (check one)

____ INTERNSHIP

____ STUDENT TEACHING

____ INDEPENDENT STUDY

____ MEDICAL TECHNOLOGY

____ OTHER

Please specify

WSU Advisor/Instructor’s Signature

Department

Date

Please return form to: Student Accounts, 225 Maxwell

Student Accounts/Accounts Receivable Office Use Only

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<td>9163</td>
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<td>HEALTH SVC FEE</td>
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Total Waived

DATE _____ BY _____

Note: The RTTR Department will submit form to the Warrior Hub upon registration for the internship class.
All WSU students enrolled in internships and/or practicums must purchase professional liability insurance. It is an industry standard that any individual involved with the well-being of another must carry malpractice insurance.

Therefore, MnSCU requires and makes available to WSU students a policy of liability insurance. Currently, the price is $13.00 per academic year; however, this is subject to change by the provider.
The Memorandum of Insurance serves solely to list insurance policies, limits and dates of coverage. Any modifications hereto are not authorized.

MEMORANDUM OF INSURANCE

This Memorandum is issued as a matter of information only to authorized viewers for their internal use only and confers no rights upon any viewer of this Memorandum. This Memorandum does not amend, extend or alter the coverage described below. This Memorandum may only be copied, printed and distributed within an authorized viewer and may only be used and viewed by an authorized viewer for its internal use. Any other use, duplication or distribution of this Memorandum without the consent of Marsh is prohibited. "Authorized viewer" shall mean an entity or person which is authorized by the insured named herein to access this Memorandum via https://online.marsh.com/marshconnect/public/marsh2/public/moi?client=3480. The information contained herein is as of the date referred to above. Marsh shall be under no obligation to update such information.

PRODUCER
Marsh USA Inc. (*Marsh*)

INSURED
Minnesota State Colleges and Universities

Minnesota
United States

ADDITIONAL INFORMATION
* ANNUAL AGGREGATE: $5,000,000

STUDENT PROFESSIONAL LIABILITY (THIRD PARTY LIABILITY COVERAGE)

COVERAGE APPLIES TO STUDENTS AND FACULTY MEMBERS OF MINNESOTA STATE COLLEGES AND UNIVERSITIES:
Name ____________________________  Weeks of ____________ - _______________
Agency _______________________________________________________________________

(SAMPLE)

Hours Logged:  Date  Start-End Time  Total Hours
Monday  1/6/15  8:30-4:30  8
Tuesday  _________  ___________  ___________
Wednesday  _________  ___________  ___________
Thursday  _________  ___________  ___________
Friday  _________  ___________  ___________
Saturday  _________  ___________  ___________

Total Bi-weekly Hours ______________

1. New technology, equipment and tools I worked with:
(Example: Was introduced to, and became familiar with new scheduling software.)

2. New knowledge, skills or related information I gained:
(Example: Was oriented to van reservation and use policy and procedures. Was oriented to incident report procedures.)

3. Highlights of this two-week period – new/different/interesting experiences:
(Example: Attended a city council meeting and assisted Park and Recreation Director in presentation related to proposed Skate Park.)

4. Interesting relations incidents I observed during this two week period: (example: observation of management techniques/supervisory styles, communication problems, conflict resolution methods, etc.)
(Example: Participated in a departmental meeting where conflicting points of view and disagreements among staff Members was discussed in an open, non-judgmental fashion. Everyone appeared comfortable in voicing their point of view. The department chair seems to support open and two-way communication.

5. Meetings, consultations or training sessions I observed and/or participated in during this two-week period:
(Example: Attended and contributed to a weekly departmental meeting. Attended and participated in a “customer service” In-service.)

6. Program planning and/or implementation and/or direct leadership experiences that I had during this two-week period:
(Example: Implemented a Volunteer Recognition Luncheon that I had planned over the past few weeks. Assisted in the planning of an upcoming racquetball tournament. Provided direct leadership in the Swim for Tots and Teens Talking programs.)

7. Program or other evaluation experiences that I was involved with during this two-week period:
(Example: Verbally discussed an evaluation of the Volunteer Recognition Program with departmental members at the departmental meeting. Prepared a written evaluation of the same for departmental files.)
8. Managerial tasks that I was involved in or gained experience in during this two-week period:
   (Example: Prepared a rough draft of a new policy related to check-out of equipment. Sat in on a long-range planning meeting with recreation supervisor and upper administration.)

9. Public relations and/or marketing activities I was involved in during this two-week period:
   (Example: Prepared a rough draft of a news release related to an upcoming Open House at the facility)

10. Documentation and/or record keeping experiences I was involved in during this two-week period:
    (Example: Documented program attendance at “Special Friday’s” program. Received an overview of the recreation program budget and the process for determining expenditures.)

I would rate this two-week's work experience as:   [ ] Excellent   [ ] Good   [ ] Average   [ ] Poor

Optional Comments:

Intern ___________________________________________ Date ____________

Supervisor ________________________________________ Date ____________

Optional Comments From Supervisor
RTTR Internship Handbook
THERAPEUTIC RECREATION MAJORS
BI-MONTHLY WORK SUMMARY
(Submit bi-monthly timesheets on Sundays by 6:00 p.m.)

Name _______________________________________

Agency _______________________________________________________________________________________

(S A M P L E)

<table>
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<th>Hours Logged:</th>
<th>Date</th>
<th>Start-End Time</th>
<th>Total Hours</th>
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Total Bi-weekly Hours

1. **Agency and TR Plan:** identifying/analyzing agency mission. TR service philosophy and purpose; population served; standards; funding sources; developing comprehensive statement of purpose and goals; developing specific programs; planning a written comprehensive written plan of operation.
   (Examples: My supervisor asked me to read, and later discuss the TR agency/unit comprehensive plan and mission statement. My supervisor introduced me to the philosophy and purposes of the TR program within the hospital. My supervisor involved me in the planning of a revised overall (comprehensive) program for the TR Unit/Agency. I prepared specific program goals, objectives and plans for a social interaction skills activity within the leisure education program.)

2. **Assessment for the purpose of TR Intervention:** requesting/securing referrals; obtaining/reviewing background information from records/charts; interviewing person served; administering instruments to assess physical, social, emotional, cognitive, leisure and lifestyle functioning; analyzing and interpreting results from assessment; integrating information in planning services and reporting results to the treatment team.
   (Examples: I reviewed three clients’ charts and obtained background information on the clients from other discipline areas. My supervisor trained me on assessment protocol. Utilizing an agency specific leisure assessment and leisure interest survey, I interviewed and later wrote an assessment on the same three clients.)

3. **Individualized intervention planning:** discussing results of assessment and involving person served or relevant others in the design of an individualized intervention plan; developing/documenting individualized intervention goals and plan based on assessment and developing/documenting discharge/transition plan.
   (Examples: I conducted an initial assessment with one of the new clients at the facility. Based on assessment information obtained, I developed and documented a TR intervention plan for this client and then received his feedback and input in relation to the same.)

4. **Implementation of TR services:** implementing individualized intervention plan; establishing/maintaining a therapeutic relationship with person served; creating/maintaining a safe and therapeutic environment; collecting/documenting information regarding the treatment process; serving as an educator, therapist, leader, facilitator and/or resource in the delivery of TR services.
   (Examples: This two week period I led two values clarification sessions and facilitated a client’s referral to an inclusive community dance program. Additionally, I assisted with several other on-going programs led
5. Evaluation of individualized intervention plan: evaluating functioning and progress of person served, determining effectiveness of individualized intervention plan, revising individualized intervention plan with input from the person served, relevant others and treatment/service team.
   (Examples: This two week period I was introduced to the writing of EAP notes and had the opportunity to practice the same as I wrote several progress notes on my assigned clients.)

6. Documentation: recording progress, functioning and intervention outcome; documenting relating to risk management; maintaining fund allocation and expense records; writing summary reports of TR services; and preparing and reporting quality improvement data.
   (Examples: I was invited to attend a quality improvement meeting and assisted my supervisor in the preparing and recording of quality improvement (quality assurance) data. My supervisor introduced me to the documentation she is required to complete when preparing an incident report and ordering supplies.)

7. Treatment/Service Teams: providing information to team members; coordinating/integrating intervention plan with other disciplines; conveying information to team members in timely and appropriate manner; and developing/providing collaborative services with other team members.
   (Examples: This week I attended three treatment team (care planning) meetings and gave input with re: to my assigned clients. I learned that goals can often be interdisciplinary and not just discipline specific.)

8. Organizing and managing services: complying with governmental, accreditation, professional, agency standards and regulations; supervise personnel, interns, volunteers; participating in comprehensive quality improvement process; responding to concerns of the person served, relevant others, staff and community; and maintaining equipment and supply inventory.
   (Examples: This week my supervisor informed me that our state surveyors would be visiting next week. She exposed me to the standards and regulations they would be monitoring. I also spent a few hours with the central supply coordinator who introduced me to an agency-wide system he has set up for maintaining equipment and supply inventory.)

9. Outreach, advocacy and public relations: establishing/maintaining network with advocates and personnel in community agencies, universities, allied health professions; advocating for rights to accessible health, leisure and inclusionary services; providing support and education to the person served and relevant others; and promoting the agency, TR services and the profession through marketing and public relations activities.
   (Examples: I represented my agency at a Therapeutic Recreation Week promotion at the local mall this two week period.)

10. Professional development: maintaining/expanding professional competence and credentials; participating in the planning and implementation of in-service training and staff development; and maintaining knowledge of TR trends, techniques, methods, issues, professional and legal standards.
    (Examples: This two week period I attended an in-service on client confidentiality issues. This two week period I researched ideas for TR programs for people with Alzheimer’s.)

I would rate this week’s work experience as:  [ ] Excellent  [ ] Good  [ ] Average  [ ] Poor

Optional Comments:

Intern _________________________________________________  Date _____________

Supervisor _____________________________________________  Date _____________

Optional Comments From Supervisor:
# Agency Mid-Point Evaluation of Internship Student

Student’s Name: ____________________________________________________________________

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<th>Item</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Observable</th>
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Please comment below on your intern’s performance including strengths and areas for improvement.

Signature ___________________________________________ Title ___________________________
Agency/Site __________________________________________ Phone __________________________
Address ____________________________________________ Date __________________________

Please Return To: Dr. Lorene S. Olson
RTTR Internship Coordinator
Winona State University
Memorial 122a
Winona, MN  55987-5838

OR
Dr. Lorene S. Olson
Fax 507-457-5606
## Agency FINAL Evaluation of Internship Student

Student’s Name ___________________________    Academic Term ____________________________
Internship Site and Address _____________________________________________________________
Site Supervisor _________________________________    Telephone ___________________________

The above student interned under my direction from ___________________ to ___________________

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Overall Rating: □ Excellent    □ Very Good    □ Average    □ Fair    □ Poor

Please comment on the student’s strengths and weaknesses; and whether you would hire this student or encourage your colleagues to do so.
INTERN SUPERVISORS – Please rate the student relative to the following indicators and return with final evaluation

[Results will be utilized in the RTTR's Continuous Quality Improvement Plan.]

1. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to conduct program and/or individual and/or community needs assessments as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

2. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to plan effective individual and/or group programs as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

3. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to implement/facilitate meaningful and effective individual and or group programs as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

4. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to demonstrate a principle centered and/or my orientation toward service to others as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

5. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to accurately evaluate individual and/or group and/or community programs as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

6. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to plan and implement programs in an environmentally sensitive ‘green’ manner as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

7. As evidenced by his/her performance throughout the internship, I would rate this student’s ability to recognize and articulate the role of a variety of leisure service delivery organizations as a(n):
   - A
   - B
   - C
   - D
   - F
   - No Knowledge

COMMENTS

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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Signed _____________________________   Title _____________________________   Date ______________

Please Return To:   Dr. Lorene S. Olson
                      RTTR Internship Coordinator
                      Winona State University
                      Maxwell 122a
                      Winona, MN   55987-5838

OR

Dr. Lorene S. Olson
Fax 507-457-5606
RTTR QUALITY IMPROVEMENT SURVEY

Using acquired theoretical/conceptual and experiential knowledge, students who graduate from the RTTR program should be able demonstrate entry level knowledge and competencies in the areas noted below.

INTERNS – Please rate yourself relative to the following indicators:

1. Now that I have completed my undergraduate education and internship, I would rate my ability to conduct program and/or individual and/or community needs assessments as a(n):
   A  B  C  D  F

2. Now that I have completed my undergraduate education and internship, I would rate my ability to plan effective individual and/or group programs as a(n):
   A  B  C  D  F

3. Now that I have completed my undergraduate education and internship, I would rate my ability to implement/facilitate meaningful and effective individual and/or group programs as a(n):
   A  B  C  D  F

4. Now that I have completed my undergraduate education and internship, I would rate my ability to demonstrate a principle centered and/or my orientation toward service to others as a(n):
   A  B  C  D  F

5. Now that I have completed my undergraduate education and internship, I would rate my ability to accurately evaluate individual and/or group and/or community programs as a(n):
   A  B  C  D  F

6. Now that I have completed my undergraduate education and internship, I would rate my ability to plan and implement programs in an environmentally sensitive ‘green’ manner as a(n):
   A  B  C  D  F

7. Now that I have completed my undergraduate education and internship, I would rate my ability to recognize and articulate the role of a variety of leisure service delivery organizations as a(n):
   A  B  C  D  F

COMMENTS

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
STUDENT EVALUATION OF ON-SITE INTERNSHIP SUPERVISOR

(To be completed at conclusion of internship and submitted to the RTTR Internship Coordinator)

____________________________________  _______________________________
Name of On-Site Supervisor                  Date

____________________________________
Site

I. Using the descriptions below, rate your Internship On-Site Supervisor on each of the items that follow. (Add comments as needed for clarification.)

   A. Excellent Job
   B. Satisfactory
   C. Unsatisfactory
   D. Totally Inadequate
   E. Does Not Apply

Your Internship On-Site Supervisor:

1. _____ Oriented you to the building, other faculty and staff, and to his/her program.
2. _____ Oriented you to emergency procedures, activity management routines and general instructional routines.
3. _____ Provided opportunities for you to visit with other departments/areas within your facility.
4. _____ Clearly spelled out expectations and gave you sufficient lead time to plan prior to becoming involved in day-to-day routines.
5. _____ Went over some of your plans with you before they were implemented and made suggestions and identified possible pitfalls. This was done far enough in advance so you could comfortably make corrections prior to facilitating an activity.
6. _____ Held regularly scheduled conferences for planning and evaluation purposes.
7. _____ Gave you specific suggestions for improvement whenever he/she identified weaknesses or areas of concern (reviewed our periodic evaluations with you throughout the program).
8. _____ Helped you become analytical of the working process and encouraged self-evaluation.
9. _____ Held a final evaluation conference with you and shared the recommendation he/she had written; you knew approximately where you stood prior to the conference; weaknesses listed did not come as a surprise; the final conference served as the culmination of an ongoing process.
10. _____ Encouraged you to use your own ideas and display initiative as you became more proficient.
11. _____ Was available for help and/or support when you needed it.
12. _____ Shared ideas, activities, techniques and strategies.
13. _____ Helped you become totally familiar with the site operation/organization.
14. _____ (TR Students) exposed you to the typical job tasks of the Therapeutic Recreation Specialist as outlined in the most current NCTRC Job Analysis Study, the findings of which are printed in the NCTRC Candidate Bulletin of Information.
15. _____ On a scale of 1 to 10 (10 being extremely likely, how likely are you to recommend this internship site and supervisor to another prospective intern? Comments:

____________________________________

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Seven Principles for Good Practice in RTTR Questionnaire
Program Assessment

(To be completed at conclusion of internship and submitted to the RTTR Internship Coordinator.)

INTRODUCTION: As a current student of the RTTR Program at Winona State University, you can make a significant contribution to the continued accreditation of WSU and the RTTR Program. We would like to ask for your input and feedback regarding the quality of your learning experience in the RTTR program. The Seven Principles for Good Practice in RTTR Questionnaire has been developed to assist you in your assessment of the RTTR program. Your responses will be of great value to use as we evaluate the overall effectiveness of our programs during NCA visits and NRPA accreditation visits. Please use the following scale to rate your experiences. Place the appropriate number in the space provided and supply additional comments to support your rating.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Principle 1: Good Practice Encourages Student Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Throughout my program of study in the WSU Recreation, Tourism and Therapeutic Recreation Program, I found department faculty to be accessible.

Comments:

Throughout my program of study, I found RTTR faculty to be willing to assist me in meeting my individual education needs and goals.

Comments:

Throughout my program of study in the RTTR Program, I found my faculty advisor to be accessible.

Comments:
Throughout my program of study in the RTTR Program, I found my faculty advisor to be willing to assist me in meeting my individual advising needs.

Comments:

The learning environment (in and out of class) created by RTTR faculty provided me with the opportunity to work collaboratively and cooperatively with fellow students in educational activities that promoted sharing and discussion of diverse ideas and experiences.

Comments:

I find/found it easy to express my ideas and respond to others in group learning activities/projects.

Comments:

I feel that the opportunity to work together in groups was/is an important part of my learning in the RTTR Program.

Comments:
Principle 3: Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

The RTTR faculty provided me with an educationally rich environment in which I had the opportunity to engage in active learning by participating in activities such as:

- Experiential learning activities
- Applied programming opportunities
- Skill development through demonstration and practice
- Site visits
- Group research and presentation activities
- Classroom discussion

Comments:

Principle 4: Good Practice Gives Students Prompt Feedback

Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, and what they still need to know, and how to assess themselves.

Throughout my program of study, I received timely verbal and written feedback from RTTR faculty regarding my academic and applied skill-based performance in classes.

Comments:

The RTTR faculty have helped my personal and professional growth throughout my program of study by providing me with feedback for assessing my progress toward attaining my educational and professional goals.

Comments:
Course syllabi prepared by RTTR faculty clearly articulate and outline learning activities in such a fashion as to allow me sufficient time and opportunity to research, prepare and present required assignments.

Comments:

The amount of work required for my classes was clearly outlined and appropriate for the learning goals for the class.

Comments:

The RTTR Program promotes quality education through its establishment of high academic standards and high expectations of students.

Comments:

I feel that I am receiving/receiving a high quality education that prepared/will prepare me for entrance into my desired area of practice within the field of Recreation, Tourism and Therapeutic Recreation.

Comments:
Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on-experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in ways that do not come so easily.

RTTR faculty demonstrate a high degree of regard for diverse learning styles by providing students with opportunities to demonstrate their knowledge through both instructive and applied learning activities.

Comments:

Indicate your current status in the RTTR Program (check all that apply):

- I am in the Recreation and Tourism Option
- I am in the Therapeutic Recreation Option
- I am an Adventure Tourism Minor
- Year degree will be awarded