

The Leisure Studies Program

Student Manual Therapeutic Recreation



**Department of Kinesiology, Sport and Leisure Studies
College of Education
Grambling State University**

LEISURE STUDIES MANUAL INTRODUCTION

This Internship Manual was developed to provide specific details pertaining to internship experiences in Leisure studies with a concentration in **Therapeutic Recreation** at Grambling State University. This manual was designed to serve three specific purposes:

- I. To promote communication and understanding between the internship student, the internship supervisor, and the agency supervisor.
- II. To define the internship program through goals, objectives, policies, and procedures.
- III. To highlight responsibilities of the internship student, internship supervisor, and the agency supervisor.

The Therapeutic Recreation Internship Program entails supervised professional preparation experiences that are fieldbased and conducted within therapeutic recreation related programs and services under the supervision of a Certified Therapeutic Recreation Specialist professional and/or agency supervisor. The experiences represent opportunities for students to demonstrate and/ or enhance skills in their career field. Leisure Studies considers the internship program to be an important component of the overall curriculum for the student's professional preparation. It is through the internship program that the student has the opportunity to merge theory and practice, develop professional skills and strengths prior to entering the workforce and network with practicing professionals.

PURPOSE OF THE INTERNSHIP PROGRAM

The purpose of the Internship program is to provide a structured transitional set of academic experiences in the field based 14 weeks **AND** 560 clock hours program. The internship program consists of duties and responsibilities performed by the intern students at agencies and organizations within their career interests. The program enrollment is at the senior level, usually the semester prior to graduation. During the internship program, intern students will perform in leadership roles across program areas. Intern students will develop programs, activities, and events that will be reviewed and critiqued by the agency supervisor and the internship supervisor.

GOALS OF THE INTERNSHIP PROGRAM

The goals of the Leisure Studies Internship program are:

- I. To provide internship students with the opportunity to have practical learning experiences in a professional setting which are commensurate with intern students' educational level, previous work-related experiences, and professional goals.
- II. To provide intern students with the opportunity to gain hands-on, leadership experiences under a qualified supervisor.
- III. To provide intern students with the opportunity to refine and enhance career skills in various administrative and program areas related to Therapeutic Recreation.
- IV. To provide intern students with the opportunity to promote and broaden their philosophy and understanding of Therapeutic Recreation.

- V. To provide intern students with the opportunity to identify strengths in their chosen career field, and to improve skill areas identified as weak
- VI. To provide intern students with the opportunity to gain understanding and appreciation of the duties, roles, and the responsibilities of a full-time supervisor
- VII. To provide intern students with the opportunity to expand their knowledge regarding organizational and administrative structure of Therapeutic Recreation Programs
- VIII. To strengthen the professional relationship between intern students and Therapeutic Recreation agencies, organizations, and institutions

ADMISSION REQUIREMENTS TO INTERNSHIP

Undergraduate Admission Requirement

To be admitted to internship students must satisfy the following:

- a) be admitted to the College of Education
- b) be admitted to a degree program
- c) be admitted to advance standing
- d) have completed all upper and lower division courses with an overall grade point average (GPA) 2.5 (Extenuating cases will be evaluated by the internship supervisor through the Peer View Committee).
- e) have earned a minimum grade of “C” in each English, Math, and Biology
- f) must have submit a current resume’ and the internship application within the first five weeks of the semester prior to internship placement
- g) Complete all required checklist items from REC 498

Students not meeting admission requirements will not be allowed to enroll in REC 416 for the semester of the application. The non-enrollment status will remain enforced until requirements have been satisfied. Students applying for out-of-state internship placement(s) must have an overall GPA 2.5.

Internship Application

Students applying for an internship must obtain the application from the internship supervisor. Students must return the completed application and a current resume to the agency supervisor during the first five weeks of the semester prior the internship placement. Internship requirements will be discussed in REC 498. **Students must enroll in REC 498 and REC 417 the semester prior to enrolling in REC 416 Internship.**

TERMINATION OF INTERNSHIP

The internship student will be terminated if:

- 1. the intern student is not making satisfactory progress in the internship program as determined by either the site supervisor or the internship supervisor; or insubordination by the student
- 2. the site supervisor is not a CTRS
- 3. because of illness or other circumstances beyond the student’s control that makes the students miss three (3) or more days of the internship
- 4. the use of drugs and alcohol during the internship (this is a university policy to maintain a drug-free workplace for the safety of all employees and clients)

5. violation of the agency's/ university's policies and procedures
6. criminal justice arrest record

Your internship can be terminated at any time during the course

GENERAL POLICIES AND PROCEDURES

Course Load

Students must enroll in REC 416 worth 12 university credit hours. Internship is a minimum of 14 weeks program at 40 clock hours per week (560 total hours). Students may enroll in only one 3-hour course per approval by the Department Head.

Professional Conduct

Intern students are expected to become knowledgeable of and adhere to general policies and procedures governing the agency as well as Grambling State University. Intern students must conduct themselves professionally at all times.

Dress Code

Intern students will dress professionally at all times. Students will adhere to the policy of the agency and/or the policy of the Kinesiology, Sport and Leisure Studies Department. The students are required to wear GSU Polo shirts and khaki pants or follow the facility's dress code. GSU Polo shirts can be purchased at the Barnes and Noble campus bookstore. Students' clothing will be clean, without discoloration and free of tears. Intern students will not wear dangling jewelry such as hanging necklaces and earrings.

Personal Hygiene

Intern students' fingernails will not extend more than $\frac{1}{4}$ inch beyond the end of the fingertip so as to allow for thorough cleaning underneath the fingernail and to help prevent glove tears. Nail polish may be worn only if it is kept well manicured; chipped polished must be removed. Nail jewelry, whether glued or pierced through the nail, will not be allowed. Intern students' hair will be worn off the shoulders.

Attendance

Interns are expected to maintain the same attendance standards required of full-time agency employees. Absences from internship duties should be taken only in cases of emergencies, designated holidays, etc. When circumstances necessitate absences, the intern student must serve prior approval or notify the internship supervisor and complete an "Absence from Duties" form. Absentees must be made up before the completion of the 14-week internship program.

Health

Intern students are advised to have a health check-up before entering internship. Intern students with special medical conditions (e.g. epilepsy, sickle cell anemia, pregnancy, etc.) should discuss their condition with the department head, academic advisor, and internship supervisor prior to enrolling in internship. If an illness or health problem arises during the internship, the intern student must immediately inform the agency supervisor and the internship supervisor.

Pregnancy

Experiential education is an essential component of a student's learning prior to entering the field of Therapeutic Recreation as a professional practitioner. The internship experience forces on the student performing all tasks as a full-time employee, this policy shall serve to prohibit any internship experience past the 3rd month of pregnancy.

When a student finds out that she is pregnant, she must get a statement from her doctor indicating the month she is in the pregnancy time frame and what her health status is in regard to performing tasks of physical, full-time nature.

Internship applicants are expected to maintain the same high standards in the sections dealing with (1) professional conduct, (2) attendance, and (3) health. In addition to the aforementioned points, the internship experience must take place over an uninterrupted 14-week period. This criterion substantiates the reasoning of having no students beyond the 3rd month of pregnancy to perform an internship experience. The agency's pregnancy policy supersedes Grambling State University's policy.

Special Holidays or Vacation

Interns are expected to observe "time-off" rules and regulation of the internship agency regarding holidays, vacations, and other designated days.

Program Planning

The agency internship supervisor and intern student should work together to develop and schedule Therapeutic Recreation program plans. The plans should be reviewed regularly by the agency internship supervisor to assure proper format, implementation procedures, evaluation techniques, activity/ program descriptions, and other applicable program planning features.

Internship Notebook

An internship notebook must be developed by each intern for the purpose of serving as an information resource on internship experiences (See Form 4). The notebook should contain descriptions of daily scheduled and unscheduled activities, program planning techniques, evaluation of activities, client interactions, problems and resolutions, descriptions of special projects and other reference materials used during the internship experience internship. To secure referenced information, intern students should use all educational resources available, including local libraries, school, etc.

PLACEMENT OF THE STUDENT

Criteria for Selection of Internship/ Internship Site

Internship sites are selected based on site availability, proximity, student's interests, qualification of personnel, agency need, and compliance with standards of accrediting bodies, learned societies, and Therapeutic Recreation program curriculum. All potential internship sites must be approved by the internship supervisor. It is the student's responsibility for all expenditures of the internship experiences. In some cases, agencies may have an existing "intern assistance program". Consultation regarding any intern assistance should be finalized by the beginning date of internship placement. Agency assistance programs are not mandatory for students to intern. Internship sites must be determined by the intern student a semester prior to placement.

Duration of Internship Experience

Students may enroll in REC 416 (Internship) during the fall and spring semesters only. The student must intern for 560 clock hours over 14 consecutive weeks 40 clock hours per week. Reporting time to the internship agency/ organization is on the same basis as an employee. Interns may work day, evenings, and or weekends as agency/ organization policies necessitate.

COMPLETION OF INTERNSHIP

Course Requirement

Students enrolled in REC 416 are required to complete a minimum of 560 clock hours in nothing less than 14 consecutive weeks. They are expected to satisfactorily complete all course requirements. If the student intern receives a grade lower than a "C" in REC 416 must be repeated.

Academic Advisement

The internship supervisor will also serve as one of the department academic advisors for Therapeutic Recreation intern students. Assisting the internship supervisor in the advisement role will be the Leisure Studies faculty. They will counsel and mentor students on a regular academic year basis. The primary concern of advisement is to provide students with professional development experiences which may lead to mid-management leadership roles in the workforce after graduation.

INTERNSHIP RESPONSIBILITIES

Responsibilities of the Agency/ Organization Supervisor, Student and Internship Supervisor

(See Form 2)

MONITORING SYSTEM

Daily Observation

The intern student should be observed and provided feedback on a regular basis by the agency and internship supervisor as well as other appropriate administrative staff.

Observations may be formal and informal. They will be diagnostic and designed to assist in identifying strengths and weaknesses of intern students. Interns may be required to sign in and out as well as keep a daily log.

OFFICIAL FORMS

During the internship experience, intern students will be required to return all data forms to internship supervisor on “due date”.

- Application for Internship (Form 1): Students are required to complete and submit an Application for Internship and current resume’ during Senior Composition (REC 498).
- Agreement Sheet (Form 2): This agreement is for participation in the Grambling State University Recreation Careers Internship Program. This form is to be mailed to the internship agency supervisor by the internship supervisor the semester prior to placement. Upon completion of the form by the agency supervisor and signed by the supervisor and intern student, the form should be promptly returned to the internship supervisor.
- Identification Sheet (Form 3): This form must be completed by the intern student after the first week of the Internship and returned to the internship supervisor.
- Monthly Activity Evaluation Report (Form 4): This form is to be utilized as a reporting guide for the agency internship supervisor and the internship supervisor when evaluating the intern’s monthly activity reports. The intern should complete the form and submit the form to the agency and internship supervisor. The form should be received once a month by the last Friday of the month. (See Calendar)
- Report of Absence (Form 5): This form should be completed by the intern student for each absence and submitted as soon as possible to the agency and the internship supervisor.
- Student Mid-term and Final Evaluation of the Internship Experience (Form 6 & 7): The intern student is required to complete the mid-term and final evaluation forms. These forms allow interns to access and review their strengths and weaknesses. These evaluation forms must be completed by the intern student and returned to the internship supervisor by the student at the end of the first seven-week period and upon completion of internship.
- Student Evaluation of Internship Supervisor (Form 8): This form is to be completed by the intern student at the end of the semester about the internship supervisor.
- Site Visitation Evaluation (Form 9): This is to be completed by the internship supervisor when visiting the intern student on site.
- Midterm Evaluation of Internship Experience (Form 10): This form is to be completed by the agency internship supervisor at the end of the first seven-week period. Upon completion this form should be mailed to the internship supervisor for review.
- Final Evaluation of Internship Experiences (Form 11): This form is to be completed by the agency internship supervisor at the end of 14 consecutive week period. Upon completion this form should be mailed promptly to the internship supervisor with a final grade awarded.

STUDENT IDENTIFICATION SHEET**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

*THIS FORM IS TO BE COMPLETED BY THE STUDENT AND RETURNED AND
EMAIL TO THE COLLEGE AT THE END OF THE FIRST WEEK OF INTERNSHIP
EXPERIENCE!!!*

Date_____

Student_____ G#_____ DOB_____

Local Phone Number_____ Mobile Phone#_____

Local Address_____
(Street Number & Street City State Zip)

Email Address_____

Internship Agency/Organization_____

Administrator or Director_____

Internship Primary Supervisor_____

Phone Number_____ Fax Number_____

Email Address_____

Address_____
(Street Number & Street/P. O. Box City State Zip)

Conference Call Time_____

Form 4

INTERNSHIP PROGRAM MONTHLY REPORT

**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLs
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Name _____ Report Period _____

Dates: From _____ To _____

Distribution of Hours:

- A. Total Daily Hours _____
 B. Total Weekly Hours _____
 C. Cumulative Hours for the Reported Period _____
 D. Due every month by the last Friday of the month via email **Please keep the signed copy (by supervisor) in your black binder**

	Week _____	Week _____	Week _____	Week _____
Meetings				
Program Planning				
Orientation/ Observation				
Journal Writing				
Assessment				
Intervention/ Activities				
Documentation				
Other				
Total Hours				

Date Completed: _____

Signature of Agency Supervisor: _____

Form 5

Absence Report Form

(PLEASE PROVIDE TO INTERNSHIP SUPERVISOR)

**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Date_____

Approval was/was not granted to _____ on _____.
(student's name) (date of absence)

REASON FOR ABSENCE: _____

(Student Signature)

(Internship Supervisor)

(Agency Supervisor)

Form 6

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

MIDTERM EVALUATION

**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Student: _____

Agency: _____

Date: _____

1. To what extent is this experience meeting your professional development and educational needs?
2. Is this experience enabling you to reach the professional goals that you set prior to your internship?
3. What are you appreciating the most about your internship experience?
4. What are you appreciating least about your internship experience?
5. To this point what is the single most outstanding concept that you have learned during your internship experience.
6. To this point what has been the most rewarding experience?
7. To this point what has been the most difficult event or occurrence you have experienced?
8. What are some other concepts or performances would you like to be exposed to during the remaining internship experience?

Form 7

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

FINAL EVALUATION

**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

1. To what extent did this experience meet your professional development and educational needs?
2. Did this experience enable you to achieve the professional goals that you set prior to your internship?
3. What did you appreciate the most about your internship experience?
4. What did you appreciate the least about your internship experience?
5. What was the single most outstanding concept that you learned during your internship experience?
6. What was the most rewarding experience you had?
7. What was the most difficult event or occurrence that you experienced?
8. If you were afforded the opportunity to perform your internship experience again, with this agency, would you consider it worthwhile? Explain...
9. Would you recommend this internship site to another student? Explain...
10. What were the strengths of this program?
11. What were the weaknesses of the program?

Additional Comments:

Recommendations:

Internship Student: _____

Date: _____

Form 8

**STUDENT EVALUATION OF SUPERVISOR
FINAL
LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLs
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Internship Student _____

Agency _____

Supervisor _____

Date of Evaluation _____

1= Lowest

5=Highest

1. How accessible was your immediate supervisor?

1 2 3 4 5

2. To what extent was your supervisor open minded and welcomed different viewpoints?

1 2 3 4 5

3. Did your supervisor provide feedback and constructive criticism on a regular basis?

1 2 3 4 5

4. To what extent did your supervisor serve as an effective role model?

1 2 3 4 5

5. When a problem occurred during your internship, did your supervisor make a concerted effort to alleviate those problems?

1 2 3 4 5

6. Were ample resource materials provided and/or made readily available?

1 2 3 4 5

7. Was ample opportunity provided for you to attend the departmental meetings?

1 2 3 4 5

8. Did your supervisor allow you to independently work and express individuality, creativity, and uniqueness?

1 2 3 4 5

9. How would you rate your immediate supervisor in relation to other supervisors that you have had?

Form 9

STUDENT SITE VISITATION EVALUATION

**LEISURE STUDIES PROGRAM
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Student _____ Date _____

Agency/Organization _____

Supervisor _____

Reason for visit:

Recommendation (s):

Approved By:

(Student)

(Site Supervisor)

(Internship Supervisor)

Form 10

**INTERN EVALUATION FORM
MIDTERM
THERAPEUTIC RECREATION CONCENTRATION
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Student: _____

Beginning Date: _____

Ending Date: _____

0=N/A

1= Lowest

5= Highest

I. PROFESSIONAL QUALITIES/ PERSONAL APPEARANCE

A. Appropriately dressed and well groomed

0 1 2 3 4 5

B. Dependable, able to follow through with assignments to completion

0 1 2 3 4 5

C. Punctuality (comes to work on time, leaves work on time, and prompt for meetings)

0 1 2 3 4 5

D. Display a positive attitude towards patients and staff

0 1 2 3 4 5

E. Interacts well with other team members and staff

0 1 2 3 4 5

F. Cooperates well with the supervisor (s)

0 1 2 3 4 5

G. Displays flexibility

0 1 2 3 4 5

H. Displays self- confidence

0 1 2 3 4 5

I. Displays good- judgment and common sense

0 1 2 3 4 5

- J. Displays appropriate emotional maturity (self-control and understanding, positive/ negative behaviors in self and others)
- 0 1 2 3 4 5
- K. Able to accept constructive criticism from supervisor and team members and learn from mistakes
- 0 1 2 3 4 5
- L. Is able to demonstrate appropriate personal and professional conflict resolution techniques
- 0 1 2 3 4 5
- M. Possesses the ability to demonstrate problem-solving capabilities
- 0 1 2 3 4 5

II. LEADERSHIP QUALITIES AND PROGRAMMING SKILLS

- A. Able to present orally in meetings
- 0 1 2 3 4 5
- B. Able to initiate beginning, intermediate, and advanced programming
- 0 1 2 3 4 5
- C. Able to communicate and relate appropriate program planning with patients
- 0 1 2 3 4 5
- D. Able to demonstrate appropriate motivational techniques (interests, enthusiasm, and participation in programs)
- 0 1 2 3 4 5
- E. Able to demonstrate leadership qualities in area of large groups, small groups, one on one, community readjustment programs and special events
- 0 1 2 3 4 5
- F. Able to demonstrate creativity within various programs
- 0 1 2 3 4 5
- G. Able to resolve problems with programming independently
- 0 1 2 3 4 5

III. THERAPEUTIC INTERVENTIONS AND ABILITIES

A. Able to demonstrate knowledge of various adaptive devices and equipment

0 1 2 3 4 5

B. Demonstrate knowledge of theory and technique of therapeutic interventions

0 1 2 3 4 5

IV. KNOWLEDGE, DOCUMENTATION AND MEDICAL TERMINOLOGY

A. Ability to apply general recreation therapy knowledge (theories, models, etc)

0 1 2 3 4 5

B. Knows and understand basic medical terms

0 1 2 3 4 5

C. Knows and understands basic medical abbreviations

0 1 2 3 4 5

D. Knows and understands basic concepts of documentation

0 1 2 3 4 5

E. Use medical symbols/abbreviations appropriately within documentation

0 1 2 3 4 5

F. Able to initiate evaluations/assessments

0 1 2 3 4 5

G. Able to formulate treatment plans based on findings of evaluations/assessments

0 1 2 3 4 5

H. Able to document progress/regress on a weekly basis

0 1 2 3 4 5

- I. Able to formulate discharge program and plan with patient and/or family to completion

0 1 2 3 4 5

Comments:

Supervisor's Name

Date

Total Score: ____
Final Score: ____

Form 10

**INTERN EVALUATION FORM
FINAL EXAMINATION
THERAPEUTIC RECREATION CONCENTRATION
DEPARTMENT OF KSLS
COLLEGE OF EDUCATION
GRAMBLING STATE UNIVERSITY**

Student: _____

Beginning Date: _____

Ending Date: _____

0=N/A

1= Lowest

5= Highest

I. PROFESSIONAL QUALITIES/ PERSONAL APPEARANCE

A. Appropriately dressed and well groomed

0 1 2 3 4 5

B. Dependable, able to follow through with assignments to completion

0 1 2 3 4 5

C. Punctuality (comes to work on time, leaves work on time, and prompt for meetings)

0 1 2 3 4 5

D. Display a positive attitude towards patients and staff

0 1 2 3 4 5

E. Interacts well with other team members and staff

0 1 2 3 4 5

F. Cooperates well with the supervisor (s)

0 1 2 3 4 5

G. Displays flexibility

0 1 2 3 4 5

H. Displays self- confidence

0 1 2 3 4 5

I. Displays good- judgment and common sense

0 1 2 3 4 5

- J. Displays appropriate emotional maturity (self-control and understanding, positive/ negative behaviors in self and others)

0 1 2 3 4 5

- K. Able to accept constructive criticism from supervisor and team members and learn from mistakes

0 1 2 3 4 5

- L. Is able to demonstrate appropriate personal and professional conflict resolution techniques

0 1 2 3 4 5

- M. Possesses the ability to demonstrate problem-solving capabilities

0 1 2 3 4 5

II. LEADERSHIP QUALITIES AND PROGRAMMING SKILLS

- A. Able to present orally in meetings

0 1 2 3 4 5

- B. Able to initiate beginning, intermediate, and advanced programming

0 1 2 3 4 5

- C. Able to communicate and relate appropriate program planning with patients

0 1 2 3 4 5

- D. Able to demonstrate appropriate motivational techniques (interests, enthusiasm, and participation in programs)

0 1 2 3 4 5

- E. Able to demonstrate leadership qualities in area of large groups, small groups, one on one, community readjustment programs and special events

0 1 2 3 4 5

- F. Able to demonstrate creativity within various programs

0 1 2 3 4 5

- G. Able to resolve problems with programming independently

0 1 2 3 4 5

III. THERAPEUTIC INTERVENTIONS AND ABILITIES

- A. Able to demonstrate knowledge of various adaptive devices and equipment

0 1 2 3 4 5

B. Demonstrate knowledge of theory and technique of therapeutic interventions	0	1	2	3	4	5
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IV. KNOWLEDGE, DOCUMENTATION AND MEDICAL TERMINOLOGY

A. Ability to apply general recreation therapy knowledge (theories, models, etc)	0	1	2	3	4	5
--	---	---	---	---	---	---

B. Knows and understand basic medical terms	0	1	2	3	4	5
---	---	---	---	---	---	---

C. Knows and understands basic medical abbreviations	0	1	2	3	4	5
--	---	---	---	---	---	---

D. Knows and understands basic concepts of documentation	0	1	2	3	4	5
--	---	---	---	---	---	---

E. Use medical symbols/abbreviations appropriately within documentation	0	1	2	3	4	5
---	---	---	---	---	---	---

F. Able to evaluations/assessments	0	1	2	3	4	5
------------------------------------	---	---	---	---	---	---

G. Able to formulate treatment plans based on findings of evaluations/assessments	0	1	2	3	4	5
---	---	---	---	---	---	---

H. Able to document progress/regress on a weekly basis	0	1	2	3	4	5
--	---	---	---	---	---	---

I. Able to formulate discharge program and plan with patient and/or family to completion	0	1	2	3	4	5
--	---	---	---	---	---	---

V. CASE STUDY/SPECIAL PROJECT/SPECIAL EVENT

A. Oral presentation of case study/special event/special project

0 1 2 3 4 5

B. Case study/special event/special project written report

0 1 2 3 4 5

C. Special event/special project program planning

0 1 2 3 4 5

D. Special event/special project completed

0 1 2 3 4 5

Comments:

Supervisor's Name

Date

Total Score: ____
Final Score: ____