

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

**Course Syllabus**

*Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place “Where Everybody is Somebody.”*

Course: REC 416-Internship in Recreation  
Semester Hours: 12  
Semester Offered:

Instructor:  
Room:  
Office Phone:  
Email:

**Pre-Requisites:** Completion of **all coursework** on the curriculum sheet. In addition, students must have the **Senior Comprehensive Checklist** completed before beginning their internship.

**Course Description:** Students will be in a supervised field-based experience at an approved agency/organization providing general recreation, therapeutic recreation, leisure education, sport management, or related service for a minimum of 600 hours over a minimum of 15 weeks. The administrator must be a certified leisure professional, certified therapeutic recreation specialist, or equivalent. This class is designed to provide students with hands-on application in order to understand leisure service delivery in their area. In addition, therapeutic recreation interns should seek out opportunities to complete the APIE process. Service learning opportunities and hours can also be gained during your internship based on additional hours to your organization.

**Conceptual Framework Theme and Selected Program Outcomes for this Course**

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experience, Leisure Studies Program at Grambling State University graduates Leisure Studies' professional leaders. Content, professional knowledge, skills, and dispositions enable professional Leisure Studies' educators to assist all students in reaching their full potential. The program recognizes and adheres to the standards and evaluative criteria set forth by **the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**.

**Disability Services for Students**

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center, it is recommend that you read the handbook located on the GSU webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

### **Course Objectives and Corresponding Program Outcomes**

As students progress through the course, participate in learning activities, complete course assignments and acquire competencies, they will demonstrate mastery of the following objectives at a minimum of 70% accuracy.

1. Students will recognize and perform roles, responsibilities, and duties of a professional in the leisure service field. (7.04 COAPRT)
2. Students will articulate the trends and issues related to the delivery of leisure services. (7.04)
3. Students will apply the effective utilization of a variety of tools for oral and written communication including technical writing, speech and audio-visual techniques. (7.04)
4. Students will demonstrate the ability to design, implement, and evaluate a capstone project where they will focus on programming that serves diverse constituents. (7.04)
5. Students will articulate and integrate the agency's administrative protocol and legal implications, including safety and risk management related to clients. (7.04)
6. Students will be able to demonstrate entry-level knowledge of operation and management techniques in parks, recreation, and related fields. (7.04)
7. Students will demonstrate the skills necessary to assume an entry-level supervisory position in a recreation agency similar to the internship agency. (7.04)

### **Textbooks**

Mulvaney, M. A. & Hurd, A. R. , McKinney. (2012). *Official study guide for the certified park and recreation professional examination*. Urbana, IL: Sagamore Publishing.

Stumbo, N. J. (2013). *Study guide for the therapeutic recreation specialist certification examination*. Urbana, IL: Sagamore Publishing.

**Course Requirements:** Attend internship regularly and on-time. Submit the following assignments through email/moodle. All assignments/competencies should be completed with at least 70% accuracy.

### ***Assignment Descriptions***

Assignments should be typed, organized, and presented in a professional manner and posted to Moodle or email. Assignments should all be done in APA (Times New Roman, 12 point font, 1" margins, cited where necessary).

**Late Work:** I do accept late work! However, late work will be deducted 50%. So please hand everything in on time! If there is a problem with a due date, then please talk with me beforehand and I would love to work with you if possible!!

#### ***1) Weekly Journal Entries And Updates***

Make a weekly journal entry and hand in via Moodle. Report on your internship generally, your successes and problems or concerns, seek advice, ask about resources, etc. You are required to post at least 14 journal entries via email/Moodle during the semester. Fewer than fourteen weekly journal entries will affect your grade. **Journal entries should not be less than 250 words.**

## ***2) Weekly Report Form***

In addition to your weekly journal, you must submit a weekly report form (see appendix) each week. Each weekly report form should be filled out daily and have detailed information about what you have accomplished and learned throughout each day. You will need to submit these each week with your supervisor's signature by Monday night at 11:59 p.m. **Fifteen weekly report forms are required for passing the course.**

## ***3) Mid-Internship And Final Internship Evaluations Need To Be Completed With Your Agency Supervisor, Face-To-Face***

A midterm and final evaluation should be filled out by your internship supervisor by the end of week 7 (midterm) and week 15 (final). The evaluations will be emailed to you. Please take a look at each and make sure you have accomplished everything asked of you on the evaluations. This should also be an open evaluation/discussion with your supervisor where you can assess your overall progress. **Do not depend on your supervisor to return your evaluations. It is your responsibility, and you will not receive a grade until both evaluations are returned to your KSLS Internship Supervisor.**

## ***4) Intern Questionnaire***

Another midterm and final questionnaire will be given via Qualtrics (an online survey company) for the intern to complete. These assessments should take 10-15 minutes and will be submitted online through Qualtrics. Ms. Russell will send out an email the seventh and final week of the internship with the link to take the questionnaire.

## ***5) Overall Internship Experience Paper (Due By End Of Week 15)***

Write a **four-page double-spaced paper** describing your overall internship experience (the good and the bad). This is where you can let me know your true efforts and authentic thoughts of your experience.

Formatting should be APA (i.e. 12" font, 1" margins, Times New Roman font, no extra spacing between paragraphs). Also include a cover page (not included in the 4 pages) with your name, major, internship location, internship supervisor, and date (i.e. Spring 2015). Make sure you have spell/grammar checked everything for mistakes. The sentence structures should be smooth and readable.

### ***Possible topics to include:***

- Future recommendations to the agency supervisor
- Address such areas as the progress toward your goals, your personal strength and weaknesses as a recreation professional, new knowledge and insight learned, and the relationship of your practical experience to classroom theory, etc.

- What advice would you give to other students contemplating interning at your facility/program?
- Include in this paper any other information you feel would help the agency with their program.
- Conclude with an objective evaluation of this agency as an internship site for future Grambling students. i.e., would you recommend this site? Why or why not? Be specific.

*NOTE: Please contact your KSLs internship advisor at any time during your internship with questions or problems. You are encouraged to seek direction and resolution with your immediate agency supervisor as it relates to your performance on the internship. A Virginia Study concluded that the Immediate Agency Supervisor correctly assisted the intern in 17 of 18 on-site internship issues while the University Supervisor was correct in only 1 of 18 on-site internship issues. Regardless, your KSLs Internship Supervisor's role as a university advisor is available to you in completing all assignments, and you are encouraged to contact her as the need arises.*

### **6) Capstone Project**

The Capstone Project is designed to be a culminating experience toward the end of your internship experience. The project will be the capstone experience of your major studies. It will bring together all the knowledge you have gained in the major and should show your breadth of knowledge in Therapeutic Recreation. This is a project which is needed by the agency, not just dreamed up to provide an experience for you. It is research which will help the agency develop and evaluate programs and activities. This can be a cooperative venture with others in the class if the scope of the project merits it.

**Developmental** - This involves the development of program, assessment, or curriculum. It is a project which is needed by the agency in order to carry on their programs.

Develop a leisure education curriculum for a specific group

Develop a computerized database of recreation resources in a local site

Develop a computerized database of program activities for recreation therapists/professionals

Develop, implement, and evaluate a new program for the agency

### **Course of Action**

1. Talk to the professionals of the agency of your choice
2. Develop a project with dates, expectations, and end products (go to next page).
3. Submit a proposal to the KSLs Internship Advisor via Moodle as a PDF document.
  - A. Project sheet with professional's signature
  - B. Calendar of project's dates
  - C. Description of your expected time involvement
  - D. KSLs Internship Supervisor's or Academic Advisor's signature
4. Work the project
5. Submit the end product of the final project or a written report (see assignment 7) of the project by the end of the internship.

**7) *Capstone Project Report*** (to be written at the end of the semester and at the completion of your project).

After finalizing your capstone project, you will need to report to your intern coordinator your results and experience. The report should be a 3-page double-spaced written document describing the following:

- Cover page (not included in the 3 pages)
- Short description of your capstone
- Overall impression of the event
- Describe what you learned and if you accomplished your objectives
- Summary of your evaluation analysis
- Future recommendations/Changes you would make in the future
- Anything else you would like to add!
- Appendix (pictures, analysis, etc.)

Make sure you have spell/grammar checked everything for mistakes. The sentence structures should be smooth and readable.

**8) *Case Study (only for therapeutic recreation majors)***

After identifying a patient/client/participant in your facility or program for the case study, you will give an oral and written report. You will report to your internship coordinator (Ms. Russell) if you gave an oral presentation to the TR staff in your facility on your case study. In addition, you will hand in a report clearly outlining patient history, assessments, identified problems, goals, and treatment interventions (plans). Also report on recommendations for continued treatment, community follow-up, and results of all interventions.

Each case study will be different from another; therefore, I am not looking for a specific amount of pages. However, a short paragraph for each section will not suffice. This should be in-depth information clearly detailing the above material. If I am left questioning or wanting more, a passing grade will not be given.

Do not provide any information in the report which may identify the patient/client or risk a breach of confidentiality.

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**9) *Portfolio***

This portfolio should be something you can show employers at a potential interview or starting a new job, etc. That being said, this portfolio, first and foremost, needs to be professional. You will get a zero if it looks just “thrown” together, promise! They need to be in a 3 ring binder with dividers. I will not be keeping these portfolios like previous semesters. As soon as I grade them, you can come and pick up your portfolio and keep it with your records. All portfolios will differ between students, because no one has had “exactly” the same experience. However, listed below are some ‘required’ components that are needed in all the portfolios. Above and beyond these requirements, you can include additional sections based on your personal experience.

Required Components:

- Cover Page

- Table of Contents (Make it clear where sections are located; have dividers)
- Weekly Reports (15) (In addition to your 15 weekly reports in this section, include a one-page summary of all your weekly hours and total hours (should be 600) for the semester at the beginning of this section.)
- Weekly Journals (15)
- Capstone Project (Proposal/Final Report)
- Case Study (Therapeutic Recreation Majors Only)
- Midterm Student Evaluation
- Final Student Evaluation
- Paper: Overall Experience
- Appendix

Optional Ideas:

- Meetings
- Conferences
- Workshops
- Activities/Interventions
- Assessments
- Programming
- ETC!

### **10) Presentation**

The presentation will be given in the morning of December 1<sup>th</sup>. You will present in front of your peers and faculty members who are in your given emphasis (i.e. sport management, health promotion, therapeutic recreation, and general recreation). You will need to present for 7-10 minutes. No less and no more! Two to three minutes after you present, we will open the floor for questions or comments.

The presentation can include information on your experience as an intern, your capstone project, and even your case study if you are therapeutic recreation. Essentially, this is your time to show us what you deem most important. I am leaving a lot of freedom in this presentation to you! Just make sure it is polished and extremely professional (professional slides, professional dress, and professional speech).

Do not provide any information in the presentation which may identify the patient/client/participant or risk a breach of confidentiality. Some might not have to worry about this, but others will. Also make sure photos are not confidential or have a release form signed.

**Your presentation will be graded on the following:**

- Thoroughness of presentation
- Informative content
- Effectiveness of communication

- Overall delivery of presentation
- Professional dress

\*\*\*These assignments are subject to change; however, if there are changes, you will be notified.

### ***Grading For REC 416 Internship***

It is assumed from the beginning that all internship students will work very hard, show initiative, and do the best job they can. Each person's situation is somewhat different, so there has to be an equitable method of grading. The approach taken is this:

**Late Work: I do accept late work! However, late work will be deducted 50% the first two weeks. After two weeks, 20% will be given. So please hand everything in on time! If there is a problem with a due date, then please talk with me before and I would love to work with you if possible!!**

### **Evaluation Procedures**

B. University instructor will evaluate students on the following:

Weekly Journals	5 each (75 total)
Weekly Reports	5 each (75 total)
Mid/Final Evaluation	10 each (20 total)
Personal Evaluations	10 each (20 total)
Capstone Project	65 pts
Overall Experience Paper	25 pts
PowerPoint Presentation	20 pts
Portfolio	40 pts
Case Study (TR)	25 pts

<b>TOTAL POINTS</b>	<b>340 points</b>
<b>Therapeutic Total Points</b>	<b>365 points</b>

### **Grading Scale:**

100-90% = A

80-89% = B

70-79% = C

69-Below=Not Passing

**\*Point system and assignments are tentative and subject to change.**

**Course Outline and Assignments**

<b><i>DATE</i></b>	<b><i>ASSIGNMENTS</i></b>	<b><i>Due Date</i></b>
Week 1	Weekly Journal and Report Due	Monday
Week 2	Weekly Journal and Report Due Begin Case Study (T.R. only) in the next 2 weeks	Monday
Week 3	Weekly Journal and Report Due Begin Capstone Project	Monday
Week 4	Weekly Journal and Report Due <b>Capstone Project Proposal Due</b>	Monday
Week 5	Weekly Journal and Report Due	Monday
Week 6	Weekly Journal and Report Due	Monday
Week 7	Weekly Journal and Report Due <b>Student Midterm Evaluation Due</b> <b>Supervisor Midterm Evaluation Due</b>	Monday Monday
Week 8	Weekly Journal and Report Due	Monday
Week 9	Weekly Journal and Report Due	Monday
Week 10	Weekly Journal and Report Due	Monday
Week 11	Weekly Journal and Report Due	Monday
Week 12	Weekly Journal and Report Due	Monday
Week 13	Weekly Journal and Report Due	Monday
Week 14	Weekly Journal and Report Due	Monday
Week 15	Weekly Journal and Report Due <b>Final Evaluation Due</b> <b>Case Study Due</b> <b>Overall Experience Paper Due</b> <b>Capstone Project Final Report Due</b> <b>Portfolio Due</b> <b>PowerPoint Presentation</b>	Monday



## *Capstone Project Proposal*

Include the following in the proposed project description:

**PROPOSAL INCLUDES:** 1) need for the study, 2) description of capstone, 3) anticipated results, 4) measurement (how you will measure your project), 5) detailed calendar

Date \_\_\_\_\_

Student's name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship Site Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Internship Site Phone \_\_\_\_\_

Expected completion date \_\_\_\_\_

Agency Internship Supervisor \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

RM Intern Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Attachments: 1) Proposal 2) Calendar**

### ***Information for the Case History Assignments (TR Majors ONLY)***

In your therapeutic recreation course, you thoroughly reviewed case studies. The purpose of this assignment is to give you the opportunity to systematically approach the TR process or to evaluate a program or intervention strategy. There are three basic approaches to this assignment:

1. Select a patient or participant who is just beginning their treatment or, in a community based program, who has just started to participate in your program. Follow the person through the therapeutic recreation process. That is, the assessment, the goals established for the person as well as the treatment/intervention or program strategy, the progress of the individual, and the success of the intervention. The case history write-up then would focus on the success of the intervention.
2. Select a program or intervention strategy; preferably one with some stated outcome objectives. Monitor the program or intervention for a reasonable period of time (you and your supervisor will have to determine what is reasonable). Use a method of evaluation to determine if the stated goals were or are being accomplished. The case study would then focus on the success (or lack of success) of the program or intervention.
3. The third approach is a combination of #1 and #2 above. You could observe the effect (or lack of effect—remember, it is just as important to know what does not work as it is to know what does work) of a particular program or intervention on a patient or participant.

You may wish to take a different approach to the case history than those described above. This is totally permissible but you should definitely consult with your agency internship supervisor before doing so and you may want to consult with your university internship supervisor as well.

### **Case Histories in TR**

1. What is a case history?
  - a. A form of research involving a client(s) or TR intervention
2. Why do we need case histories in TR?
  - a. To share the current, best practices
3. Who should write case histories?
  - a. Practitioners (collaborate with scholars), students, educators
4. How do I write a case history?
  - a. Develop good practice, think, plan/outline, write
5. How do I get a case history published if I think my paper is good?
  - a. Follow the guidelines below.

\*\*\*\*\*

1. Maximum length is five pages
2. Cases should be written in past tense
3. How do I write a case history? What is in a case history?
  - a. Title page
    - i. Simple, descriptive title, author's name and affiliation
  - b. Abstract and key words

- i. Abstracts summarize the purpose and content of the case in eight lines or less; five to eight key words should be included
- c. Biographical and demographic information
  - i. Name (anonymous), age, gender...
  - ii. Admitting diagnosis and prognosis
  - iii. Relevant medications, implications
  - iv. Type of facility/agency
  - v. Setting
  - vi. City and state
- d. Case content
  - i. This is the “meat” of the case—describe the TR process: assessment with identification of client needs, plan/program to meet client needs, implementation, and evaluation
  - ii. Clear rationale/theory for treatment plan should be presented
  - iii. Assessment – client needs – plan/program – implementation – evaluation should be clearly linked together
  - iv. Innovative, creative novel treatment/techniques
  - v. Unusual/special client or population (what is special about the process or client?)
- e. Author’s comments
  - i. Share insights into treatment
  - ii. Personal thoughts or reflections about working on the case
  - iii. Frustrations, joys, learning experiences
  - iv. Ideas for the future, etc.

**Tips for writing case histories:**

1. Spend some time thinking about the process
2. Identify key components, novel treatments, important points
3. Outline the case history using the key components and important points
4. Write in short and simple sentences
5. Work backwards; perhaps begin with the author’s comments, then the case content, and finally, the biographical information
6. Remember the TR process:
  - a. How did you use the TR as an intervention (theory or rationale)?
  - b. How did you identify an intervention/treatment?
  - c. What did you actually do (JR) with the person?
  - d. What was the result? Did it work? Have you revised the program?
  - e. First things last—think of a title that succinctly summarizes the topic. It should arouse interest in readers.
  - f. In three to five sentences, describe the case history (an abstract).
  - g. Ask a colleague, professor, friend, or all three, to proofread the manuscript. Have them provide suggestions about how you could make the case history easier to understand. Ask them to check for problems with grammar and mechanics.
  - h. Make the final changes and mail the case history.

***THERAPEUTIC RECREATION JOURNAL CASE HISTORY REVIEW GUIDESHEET*****MANUSCRIPT PREPARATION**

The manuscript should describe the Therapeutic Recreation process (Assessment, Goals & Objectives, Program Planning, Implementation, and Evaluation) as utilized or applied to the case history of an individual or client. The Therapeutic Recreation Journal (TRJ) adheres to the style and format of the American Psychological Association (APA). As such, all manuscripts are prepared for review and dissemination according to APA guidelines. All submissions should follow the established TRJ format as closely as possible. Please write all manuscripts in past tense.

The maximum length for an single case is limited to five pages. The following materials should be included with each manuscript:

1. Title page
2. Abstract and Key Words (separate page)
3. Case History (five page maximum)
  - a. Biographical and Demographic Information
  - b. Case Content
  - c. Author's Comments
4. References
5. Tables and Figures

**TITLE PAGE**

On a separate sheet of paper submitted with the case history, include: a descriptive title, submission date, authors and their respective titles, any acknowledgements, and a brief biological sketch of the authors, not to exceed four lines.

**ABSTRACT AND KEY WORDS**

A brief abstract should be presented on a separate page following the cover sheet. The abstract should summarize the purpose and content of the cases, and should be no longer than eight double spaced lines. A list of five to eight key words should be included at the bottom margin of the abstract page.

**BIOGRAPHICAL AND DEMOGRAPHIC INFORMATION**

Begin the case history with the biographical and demographic facts. These facts should include client pseudonym and other mock identification, age (chronologic, and when relevant, mental age estimation), gender, admitting diagnosis and an admitting prognosis, any relevant medications and their implications (to either the course of treatment or side effects with treatment), type of facility (eg., private for profit or private nonprofit), type of setting with an estimate of the average length of stay and the general population in receipt of services (eg., acute or residential psych; long term care [SNF, ICF], geriatric, long term care [ICF-MR, DD-MR]; out-patient or in-patient substance abuse). This section should also include the city and state in which services were provided.

**CASE CONTENT**

This section should represent the majority of the manuscript. The content of each case should include enough information to clearly trace the therapeutic recreation process through the course of the case (i.e., assessment information, planning information, implementation information, and evaluation information). The extent of discussion provided for each of these phases of the TR process may be determined by the theme for a particular issue (e.g., tracing the use of a standardized or innovative treatment with a given diagnostic group, tracing an individual through treatment, or the comparison of treatments for a given diagnostic group). It is the author's responsibility to furnish enough information (objective and subjective) for a thorough review.

**AUTHOR'S COMMENTS**

This section will provide a place for sharing clinical insight, personal thoughts or reflections, frustrations, and or ideas for the future. This should not be a section for testimonials or "letters to the editor", but an opportunity for professionals to parade successes, failures, and real life experiences as related to the treatment of the individual described in the case.

**REFERENCES**

As a part of some cases, references may be helpful in allowing readers to better understand or follow up on the content that is presented. These references may include personal interviews or observations as well as published or unpublished material.

**TABLES AND FIGURES**

In some cases, tables and figures may be helpful in allowing readers to better understand or follow the case. These tables and figures should be submitted in camera-ready form.