



A GUIDE FOR STUDENT INTERNS IN RECREATION AND PARKS MANAGEMENT



Recreation and Parks Management
Frostburg State University
Frostburg, Maryland

RECREATION INTERNSHIP PROGRAM

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INTRODUCTION

As you prepare to accept a student internship in recreation, you will be faced with a new experience, a new environment, and new personal interactions. This Guide for Student Interns has been prepared for your benefit. It should provide you with a valuable resource document.

Read the contents carefully for the Guide will serve as a communication link between you, your agency and your faculty internship supervisor. Also, the Guide will provide you with the procedural nuts and bolts necessary to complete the internship.

Good luck on your assignment. By using your time wisely, by observing and leading, and by assisting in administrative decisions, you will be better prepared to take your place as a future employee in the field of organized recreation.

Dr. Robert B. Kauffman
Dr. Diane Blankenship
Dr. Maureen Dougherty
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Dr. Susan Gray

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Frostburg University
Recreation Program

INTERNSHIP IN RECREATION & INTERNSHIP PROJECT

RECR 492/495

COURSE OUTLINE

I. CATALOG DESCRIPTIONS:

RECR 492 Internship Project 3 cr.

Academic component of internship; coregistration required in RECR 495. Graded A through F. Every semester.

RECR 495 Internship in Recreation¹ 9-12 cr.

Guided work experience directly related to student's academic program. Full-time interns must register for 9 credits of 495 plus RECR 492 (3 credits) and may not enroll in other courses. Graded P/F. Every semester. *Prerequisite: junior or senior status, not on probation; departmental Internship Agreement required before registering.*

II. ACCREDITATION STANDARDS:

- 8.41 *Internship, essentially a full-time continuing experience in a leisure services assignment, of at least 450 clock hours over an extended period of time, not less than 10 weeks (If an option is accredited, the internship should be directly related to such option.)*

III. PURPOSE AND OBJECTIVES:

Purpose. The purpose of the internship is to provide the student with career related experiences designed to (1) allow students an opportunity to apply classroom learning to real situations, (2) provide career-related experiences to enrich classroom learning, and (3) assist teaching students in developing programs.

Behavioral Objectives. Each student will complete as described each of the following objectives listed below:

- A. Students will be able to write a typical business letter in accordance to the example provided in this manual.
- B. Students will be able to construct a resume according to the minimum standards in this manual.
- C. Students will be able to complete an application for employment. Completion of application for the Internship will complete this objective.

1

When the program was revised in 1996, the internship credits were reduced from 12 to nine credits. Hence, students prior to the 1997 catalog are required to take 12 credits. Students in catalogs after 1997 are required to take nine credits. However, students in catalogs after 1997 now have an option taking the internship for an extra three credits (i.e. 12 credits) if they need an additional three credits of free electives.

- D. In completing the previous two objectives, students will be able to differentiate between a resume and a job application.
- E. Students will be able to write and complete reports. Completion of the Professional Log and the Notebook in accordance with the procedures outlined in the manual will be evidence of completion of this objective.
- F. Students will be able to develop a program. Students will be able to write a program for their internship which will include writing program objectives, implementing them, and then determining the completion of the objective. Completion of objectives, the Professional Log, and the Notebook will be monitored and will determine the completion (and modification) of these objectives.
- G. Students will compare their program with that of a similar program in another agency. Completion of the Comparative Analysis will determine the completion of this objective.
- H. Students will develop, implement, and evaluate a special project. A written report of the project will be included in the student's notebook and an oral report will be given as part of the final presentation. The written report will serve as the determination of the completion of this objective.

IV. COURSE PREREQUISITES AND STUDENT REQUIREMENTS

- A. Students **must** have senior status (i.e. prior to the internship they must have completed **at least** 90 credit hours and be considered having senior status).
- B. Students **must** be properly registered in the course RECR 495 Internship in Recreation and RECR 492 Internship Project during the semester of their internship.
- C. The location of the internship **must** be approved by the Director of Undergraduate Recreation or the supervisor of internships for the Recreation Program.

V. COURSE CONTENT

- A. Job Search Skills
 - 1. letter writing
 - 2. resumes
 - 3. applications
 - 4. interview skills
- B. Individual Program Development
 - 1. goals and objectives
 - 2. developing IPPs
 - 3. developing content and process
 - 4. program evaluation
- C. Practical Experiences
 - 1. comparative analysis of another agency
 - 2. special project
 - 3. administrative experiences
 - 4. leadership experiences
 - 5. development of reports
- D. Reporting
 - 1. notebook
 - 2. Photo File
 - 3. final presentation

VI. EVALUATION:

	Percentage:

1. Pre-Internship Materials	20%
2. Final Presentation	10
3. Power Point	10
4. Weekly Report	30
5. Notebook (less graded items)	20
6. Faculty Supervisor's Evaluation	10

	100%

VII. TEXTS:

A Guide for Recreation Student Interns. Department of Health, Physical Education and Recreation, Frostburg State University, Frostburg, Maryland 21532. (Note: this publication)

Standards for Internship in Therapeutic Recreation. National Therapeutic Recreation Society, National Recreation and Parks Association, 22377 Belmont Ridge Road, Ashburn, VA 20148-4501, 1990. (703) 858-2150. (Note: optional for Therapeutic Recreation Concentration students)

VIII. ATTENDANCE:

Each semester students preparing for their internship need to attend the weekly scheduled internship meetings. Students are required to attend these sessions until the pre-internship requirements are completed. Absence from the internship must be approved in advanced by the cooperating supervisor.

IX. SELECTED REFERENCES:

- Bolles, Richard Nelson. What Color Is Your Parachute: A Practical Manual for Job-Hunters & Career-Changers. Ten Speed Press, Berkeley, 1984.
- Connor, Richard. A. and Jeffrey P. Davidson. Marketing Your Consulting and Professional Services. John Wiley and Sons, New York. 1985.
- Kauffman, Robert B. "You and Your Resume." EMPLOY. Volume XV, Number 5, February 1989. 16 pp.
- Kauffman, Robert B. and Scott Peckins. "You and Your Resume (Part II): Form Over Function." EMPLOY. Volume XVI, Number 9, May 1990. 12 pp.
- Kauffman, Robert B. and Jan Melvin. "Applying for Federal Employment with the SF-171." EMPLOY. Volume XVI, Number 6/7, February/March 1990. 32 pp.
- Kauffman, Robert B. "Writing Your Cover Letter." EMPLOY. Volume XV, Number 1,2, October/November 1988. 16 pp.
- Lant, Jeffrey. The Consultant's Kit: Establishing and Operating Your Successful Consulting Business. JLA (Jeffrey Lant Associates) Publications, 50 Follen Street, Suite 507, Cambridge, Massachusetts 02138. (617) 547-6372. 1981.
- Strobell, Adah. "Marketing Yourself for a Promotion and Job Change." EMPLOY. Volume XV, Number 6, 7 pp.
- Strobell, Adah. "'Casing the Joint' Before the Interview or How to Prepare for the Interview." EMPLOY. Volume XV, Number 9, 11 pp.

Pettus, Theodore T. One on One: Win the Interview, Win the Job. Random House, New York, 1981.

Note: The flow chart on the following page is a example of the systems approach demonstrated in class and shows the ease with which a manual may be constructed. The corresponding sections are numbered using the system's format.

2.0 PRE-INTERNSHIP PROCEDURES

Since most students complete their internship program during the summer, the pre-procedures are written in terms of this assumption. Students planning to take their internship during the Fall or Spring semesters need to adjust the time tables accordingly. The following procedures described in this section need to be completed before students complete their on-site experience. These items are described in the next sections. *If you haven't set up your student file at the Career Center, this may be a good time to do so. They can manage the distribution of your references and they can assist you in developing your resume, cover letter and other job search materials.*

2.1 Application for the Internship. Students need to apply for the internship at least one semester in advance of the internship. The initial application consists of the following items: letter of intent, internship application and self-inventory, grade point average form and resume. *Please submit all of these materials in this section to Karen Frink, the administrative assistant or the Department.*

2.1.1 Letter of Intent. (see example in this section) The letter of intent informs the supervisor of internships and the faculty that the student is planning to complete an internship. The letter should be written to the faculty member supervising the internships. It is **not** written to the agency supervisor. The letter is one of the first formal things that a student complete in the internship process. It must be completed before any interviews. It should be written as a typical business letter and it should be similar to the enclosed example. Any written correspondence written by the student should incorporate the information in these examples.

2.1.2 Self-Inventory. (see example in this section) The self-inventory is an attachment to the letter of intent. The self-inventory is an introspective analysis of your career goal and how the internship can help assist you in obtaining your career goal. In part, it should assist you in the formulation of your preliminary objectives covered in the next section. Your self-inventory should be partitioned as follows. First, place your name, address, phone number at the top of the self-inventory in a fashion similar to that used on your resume. Second, succinctly, state your career goal. Next, indicate what you would like to learn or gain from your internship. The next two sections of the self-inventory are completed after the completion of your internship. First, have your career goal and or plans changed. Please indicate why or why not they have changed. Second, based on your internship, what else do you need to do to prepare yourself for your career. The self-inventory should be no longer than two to three pages in length, singled space. Please include the following sections in your self-inventory:

1. Name, address, phone number, etc.
2. Career goal
3. Now that I have completed my internship, what are my career plans. *(Note: Complete this section after completing your internship)*
4. What else do I need to do to prepare myself for my career. *(Note: Complete this section after completing your internship)*

2.1.3 Preliminary Objectives. (see examples in this section) Students are expected to identify their objectives for the internship, implement them during the internship and document their completion. This process is continuous and will often change through the course of the internship. Determination of these objectives will help students select their internship site since it helps students identify what the internship should provide them.

When developing your behavioral objectives, use the tree approach. Be sure to include all your projects and requirements as part of your objectives. A partial example is provided in this section. Feel free to use this example as your starting point. In the back of this document is a blank worksheet (see page 31). Make copies of this form. Place your objectives on the form, generally one per form. As you complete your internship, you will complete your objectives. You will note the completion of your objectives on a daily basis in your professional log (see *Professional Log on page 15*). In addition, you will note the completion of your objectives on the Worksheets.

2.1.4 Resume. (see examples in this section) As part of application, students are required to submit a resume. Generally, the resume should be a two page document. In some cases, a one page document is okay. Consider the examples presented in this document as a starting point. Generally, avoid the data sheet (sometimes called a resume) in the poor example. Consult the EMPLOY articles listed in

the Course Outline or your instructor for additional suggestions or the documents provided by the career development office.

2.2 Selecting Your Agency. Students need to work with the faculty internship supervisor, the faculty advisor, other faculty and professional contacts to select an appropriate internship site. In addition students should consult the files in the office to assess previous internship sites.

Select the internship site carefully. The internship offers a potential link between each student's course of study and eventual employment. When considering an agency, select the experience that maximizes your learning experience. Consider the following selection criteria:

1. Does the agency provide learning experiences corresponding to the student's career goals and objectives?
2. Does the agency offer future employment possibilities?
3. If necessary, are there living arrangements near the internship site?
4. Does the agency provide financial assistance in the form of a salary, honorarium, or travel monies? (note: being paid for your internship is not a requirement but sometimes it helps)
5. Does the agency have a documented internship program and if so, have you reviewed it? Be sure to provide your internship supervisor at FSU with a copy.
6. Does the agency provide a "mix" of experiences or is it hiring you with one specific purpose in mind? Seek *breadth* as well as *depth* in the experiences received. Remember, that you may receive depth in one or two areas at most. Some items you may want to consider in the "mix" that you obtain include: a) administrative experiences, b) programming experiences, c) leadership experiences, d) personnel practices, and e) budgeting, finances.
7. Therapeutic recreation students need to consider an internship which meets certification requirements. For example, therapeutic recreation students must complete their internship under an on-site supervisor who is NCTRC certified, and they must complete upwards to 480 contiguous hours in a clinical type setting.

A final word on selecting your internship site. You must weigh the costs as well as the benefits of where you do your internship. It is your responsibility to see which best meets your needs. You need to assess where you are in your career development, where you are going, and how this internship is going to assist you in getting where you want to go. The choices which you make and the process by which you make your choices reflect on you and that reflection is ultimately reflected in your evaluation.

2.2.3 Interview. As part of the agency selection process, students may need to interview perspective agencies. Use the "positioning model" in determining your internship site and the interview process. The main thesis of the model is that you want to search out the correct position so that you can approach the employer and obtain the position without having to compete with others for the position. In this sense, the job search is one on one. Its philosophy is applicable to any job search situation. You will note that your search for your internship will parallel this approach quite closely.

Each time you have an interview you are *required* to have the interviewer complete the **Agency Interview Evaluation** (see page 32). You are required to give your interviewer this form along with a SASE (Self-Addressed, Stamped Envelope) to the faculty supervisor. Also, be sure that you have a resume and other necessary documents for the interviewer.

2.2.4 Reassess Objectives. As you find out more about the agency and what it can offer you in an internship, you will be able to better define your objectives. Take the time at this point to reassess and update your objectives.

2.2.5 Agency Information Form. Once you have decided upon an agency, you need to collect the information on the Agency Information Form and submit this information to your FSU supervisor. This information is used for two purposes. First, the faculty supervisor will send a letter to your agency

indicating that you are doing your internship with this agency. Second, the information is used to cover you under the University's insurance program. If you do not submit this information, you may not be covered.

Your Name:
 Your Address:
 Your Social Security Number:
 Your Phone Number during the Internship:
 Your email during the internship:
 Agency where internship is occurring:
 Your supervisor at the Internship Site:
 Address of the supervisor at internship site:
 Phone number of on-site supervisor:
 email of on-site supervisor:

2.2.6 Liability Waiver. You need to complete and sign the internship liability waiver and return it to you FSU supervisor. A copy of this is in this packet.

2.2.7 Criminal Background Form. You will need to complete the criminal background form before completing the internship. A copy of this is found at the end of the document.

2.2.8 Therapeutic Recreation Students. This internship program is extremely flexible and it is designed to "piggyback" onto most any experience. If you plan to sit for the examination in the year 2002, you will need to consider additional parameters regarding your internship experience. First, you **may** need to complete upwards to 480 hours for your internship. These hours **must** be contiguous. You **may not** use more than ten hours a day toward the 480 hours. You **may not** use more than 40 hours per week toward the 480 hours. Your time sheets **must** show you working five days a week toward the 480 hours. Currently, your university supervisor **need not** be NCTRC certified. However, you **must** complete your internship under an on-site NCTRC certified supervision. Next, you should complete your nine hours of therapeutic recreation courses **prior** to the internship. This means that if you take your therapeutic recreation courses after the completion of your internship, you may have some certification problems. The purpose of this section is to alert therapeutic recreation students to some of the additional criteria which they need to consider. You need to obtain additional information regarding any special requirements for therapeutic recreation students from the faculty and from your internship supervisor. Regardless, this document will still serve as a foundation for your internship experience.

2.2.9 Check-off List. Before you complete your on-site internship you need to make sure that your FSU supervisor has the following items:

- _____ Letter of intent:
- _____ Self-inventory
- _____ Objectives
- _____ Resume
- _____ Agency Information Form
- _____ Liability Waiver
- _____ Criminal Waiver Form

2.3 Update Materials. Now that you have had time to assess your future internship you may want to reassess and update your objectives, update your resume, or complete your pre-internship materials before grading.

2.4 Preliminary Faculty Evaluation. (see the table on page 23) Before your on-site internship, you should have a conference with your faculty internship supervisor. The purpose of this conference is two fold. First, you need to review the pre-internship phase and make sure that all requirements have satisfactorily been completed. Second, the faculty internship supervisor will provide you with a preliminary evaluation of your performance to date. The evaluation provided at this time is similar to a midterm grade. Completion of the preliminary faculty evaluation signals the close of the pre-internship phase and the transition into the on-site phase.

EXAMPLE

8310 Oakford Drive
Springfield, VA 56001
November 14, 200x

Dr. Robert B. Kauffman
Internship Supervisor
Room 270, PE Building
Frostburg MD 21532

Dear Dr. Kauffman:

I would like to complete my Internship during the summer of 200x. My professional interest is in therapeutic recreation and if possible I am interested in completing my internship at a resident facility for the mentally retarded.

At this time, I have not located an agency for my internship experience although I am in the process of contacting several agencies. These agencies are listed on an attachment to this letter.

As required, I have enclosed the self-inventory. I am in the process of completing my resume and will forward a copy of it to you when it is completed.

I have reviewed the Internship Manual and am looking forward to my internship this summer. If there is anything else which I need to do at this point, please let me know.

Sincerely,

Sally Herr

RESUME**EXAMPLE****SALLY K. HERR**

8310 Oakford Drive
Springfield, Virginia 56001
Home: (507) 555-2223
School: (507) 555-2511

EDUCATION:

State College University. University Park, Maryland
B.S. Degree in Recreation and Parks
Option: Therapeutic Recreation
Graduation: May 2000

Shennadoah Community College, Rockville, Maryland
Associate Degree in Recreation
Graduated: June 1998

EXPERIENCES:

President - Student Recreation and Parks Club. Responsibilities included developing programs, organizing student groups and coordinating committees. Increased fund raising efforts by sixty percent over the previous year. State College University. University Park, Maryland. September 1998 - June 1999.

Recreation Assistant - Assisted in conducting recreational activities for domiciliary patients as part of a field experience. Veteran Administration Center. Martinsburg, West Virginia. Fall 1999.

Adapted Aquatics Instructor - Taught disabled students to swim as part of an American Red Cross program in Adapted Aquatics. Harrisburg, Pennsylvania. May 1998; Wakefield Chapel, Springfield, Virginia. Fall 1997.

All-American - Participated and earned All-American honors in the National Association of Intercollegiate Athletics Swim Team Competition, Liberty, Missouri, Spring 1999.

Head Swim Coach - Coached swim meets with over 100 children. Responsibilities included: managing assistants, conducting swim meets, and organizing field trips. Team won first place in regional tournaments. Springfield, Virginia. Summer 1998.

Instructor - Developed, choreographed, and instructed an aquatics exercise program for women. Rolling Hills Swim Club. Springfield. Virginia. Summer 1998.

Resume: Sally Herr

EXAMPLE

EXPERIENCES (cont.)

Head Swim Coach - Coached a swim team of over 100 children. Responsibilities included: managing assistants, conducting swimming meets, and organizing field trips. Springfield, Virginia. Summer 1984.

Instructor - Developed, choreographed, and instructed an aquatics exercise program for women. Rolling Hills Swim Club. Springfield Virginia. Summer 1984.

Substitute Teacher - Instructed high school classes in physical education, science, business, mathematics, and art. West Springfield High School. Springfield Virginia. Spring 1984.

Resident Assistant - Responsibilities include counseling college students and working with seven other Resident Assistants in administrating policies for a dormitory. State University College, Maryland. Spring 1984 to present.

Social Chairperson - Programmed mixes, special event parties, and other social activities. Shaw Hall House Council. State University College, Maryland. September 1983 to present.

Head Camp Counselor - Responsible for coordinating activities, planning special projects, and participating in camp productions for children aged three and four. Browne Summer Camp, Alexandria. Virginia. Summer 1983.

Attendant - Participated in therapy sessions in physical and occupational therapy, George Washington University Hospital. Washington, D.C. Summer 1984.

Assistant Manager - Responsibilities included: managing five staff members and working with the Board of Directors in administering the pool. Rolling Hills Swim Club. Springfield, Virginia. Summer 1985.

PROFESSIONAL ORGANIZATIONS

National Recreation and Parks Association

National Therapeutic Recreation Society

Maryland Recreation and Parks Association - Therapeutic Recreation Branch

**POOR
EXAMPLE****SALLY K. HERR**

8310 Oakford Drive
Springfield, Virginia 56001
Home: (507) 555-2223
School: (507) 555-2511

PERSONAL DATA:

Age: 21; Birth Date: February 27, 1984
Height: 5'6" Weight 135
Status: Single
Health: Excellent

EDUCATION:

State College University, University Park, Maryland
B.S. Degree in Recreation and Parks
Option: Therapeutic Recreation

EXPERIENCES:

President. Student Recreation and Parks Club.
Recreation Assistant, Veterans Administration Center.
Adapted Aquatics Instructor, American Red Cross.
All-American, National Association of Intercollegiate Athletics.
Swim Team Completion.
Varsity Softball and Basketball
Hobbies: Canoeing, Square Dancing and Ceramics.

WORK EXPERIENCE:

Summer 1999	Assistant Manager, Rolling Hills Swim Club. Springfield, Virginia
Summer 1998	Roll Hills Swim Club. Coached a swim team of over 100 children. Team won first place in regional Springfield, Virginia
Summer 1996	Substitute teacher in physical education, science, business, mathematics, and art. Springfield High School, Springfield, Virginia.
Summer 1995	Browne Summer Camp. Alexandria, Virginia.

EXAMPLE**Sally Herr**

8310 Oakford Drive 2000
Springfield, Virginia 56001
(507) 555-2511
November 14, 200x

Self-Inventory

Career Goal: *I plan to seek a therapeutic recreation programming position in a residential setting working with the mentally retarded.*

What I want to learn from my internship: There are several things which I want to learn from internship experience. First, I want to build upon the several learning opportunities which I have had during the last three years. These experiences are noted in my resume. As part of the out-of-class experiences, I worked with the severely retarded at the Hobson Center, a state facility. I thoroughly enjoyed the experience and I want to continue working with this clientele.

Second, I want to increase my programming skills with the retarded. I want to specifically learn programming skills in the following areas: outdoor programs, activities for daily living, social activities and transitional programming. This emphasis directly relates to my career goal.

Last, I would like to complete my internship at the Hobson Center. Even though I did a portion of my out-of-class experiences at the center, the Hobson Center will enable me to build upon my prior experiences.

Now that I have completed my internship, what are my career plans: *(Note: complete this section after the completion of your internship)* My internship experience at the Hobson Center has reinforced my desire to work with the mentally retarded in a residential setting. *(Note: expand the commentary as necessary)*

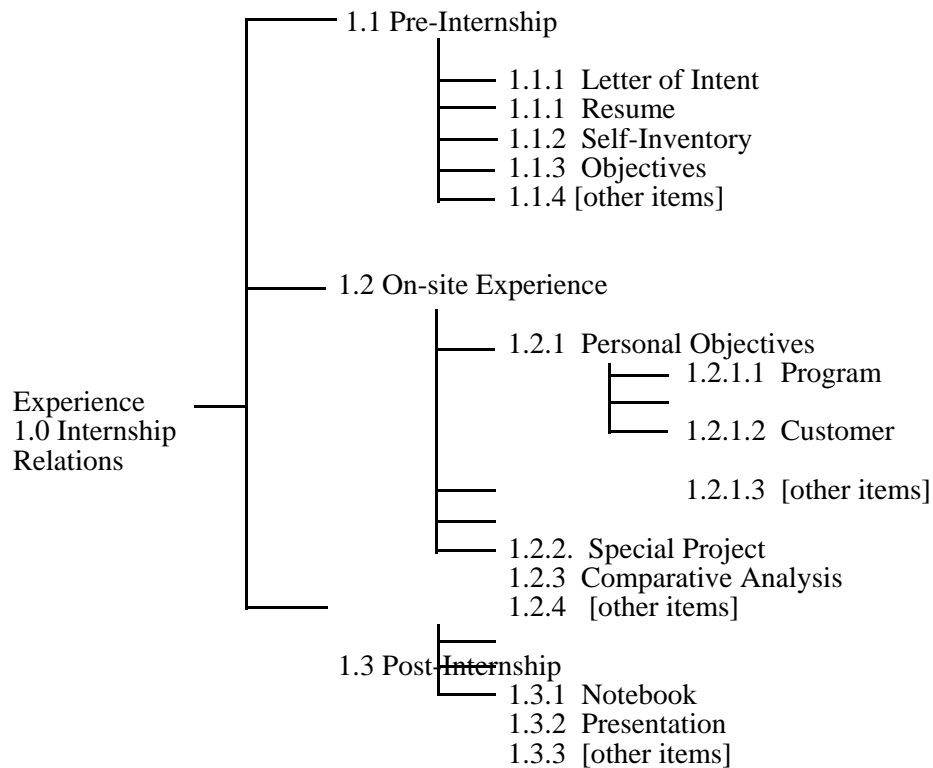
What else do I need to do to prepare myself for my career: Working with the retarded clarified for me the need to obtain some additional coursework in psychology during my last semester at school. *(Note: expand the commentary as necessary)*

In addition, my discussions with the therapeutic recreation specialists at the Center reinforced the need for me to obtain my NCTRC certification. I will make every effort to become certified.

SAMPLE BEHAVIORAL OBJECTIVES

The following “tree approach” utilizes the system approach to creating behavioral objectives. In addition several behavioral objectives are provided to illustrate how you should approach creating your objectives. These examples provide a starting point for the creation of your behavioral objectives. *(When modeling your objective tree after the example below, please note that this is only a partial analysis.)*

Tree Approach to Behavioral Objectives



Example of a Behavioral Objective:

- 1.1 This student will complete the pre-internship portion of the internship experience. Completion of this objective will be demonstrated by successfully completing the objectives, resume, application, etc. according to the models presented in the internship guide.
- 1.1.2 This student will complete the objectives for the internship. Completion of this objective will occur with the successful completion of the preliminary objectives and completion of the actual objectives during the on-site and post-internship experience.

EXAMPLE OF OBJECTIVE WORKSHEET

Number: 1.1.1

Name: Sally Herr

Objective: This student will complete the behavioral
objectives for the internship.

Criteria	Completion
1) Completion of preliminary objectives	3/1/0x completed objectives with instructon
2) completion of the actual objectives during the on-site experience	6/10/0x completed last objective
3) post-internship experiences	

General Instructions:

1. Each objective has its own sheet.
2. Use the the objective's level number to catalog all your objectives. List each lower level under its next higher level (e.g. 1.1.1, 1.1.2 are filed under 1.1).
3. The table lists the performance (above), the criteria (left hand side) and when and how the criteria was completed (right side).
4. Do this for all your objectives.
5. Leave enough room in the right column since objectives may be fulfilled by more than one activity.
6. List your activities that fulfill the objective at the lowest level of you objective tree. When you complete higher level objectives (e.g. 1.1 the pre-internship experience), simply list the completion date of the lower level objectives.

3.0 ON-SITE INTERNSHIP

This section deals with the on-site internship experience. Also, students should review the next section, post internship experience. Students are expected to accumulate a minimum of 450 hours for their internship. All students are required to keep an accurate record of the hours and types of experiences in which they participate. A **daily** record of hours should be kept.

On-site experiences includes the completion of the following sections: the professional log, comparative analysis, student evaluations, time sheets, the faculty supervisor's visit and what to do in case of a problem.

3.0 Professional Log. The professional log consists of three components: (1) a brief narrative of the day's activities, (2) completion of objectives, and (3) analysis of a "critical incident." The critical incident is very important. It is an introspective analysis of something that happened during the day. Of importance is what did you learn from this incident. An example of the professional log and critical incident is shown in **6, 6** on the next page. Of the three items in your professional log, the critical incident is the most important.

The main point of the "critical incident" exercise is to get you to analyze things going on around you, and to make conclusions about these incidents. This approach is a valuable way to learn. As mentioned above, the critical incident is an **introspective analysis of a learning experience.** The experience or incident may be either positive or negative, good or bad, large or small. Sometimes the small, incidental things which occur during the day provide the best learning situations. For example, the critical incident in **6, 6** exemplifies the learning which occurred from one of the many incidental events which occurs during the day.

Complete your log daily. Keep the originals for your notebook and send a copy of you log each week to the internship coordinator.

3.1 Special Project. Students are expected to contribute to the growth of their agency by designing and completing a special project of significance and value. The special project should reflect the utilization of your education and skills. It should make a professional contribution to the agency. There is considerable latitude in what studentns may do for their special project. Usually, it is something different from the student's normal responsibilities. Consult with the faculty internship supervisor and the agency supervisor regarding what would be a suitable project. Normally, start focusing on the nature and scope of the project during the third or fourth week of the internship in order to allow adequate time for completion. Complete the plan in a similar fashion to a program plan. Include the special project as part of the final presentation and include it as one of the sections in the notebook. For the student's benefit, the written report should be limited to no more than 1,500 words in length.

3.3 Comparative Analysis. In the comparative analysis, compare and contrast another agency with a similar program to your agency. The purpose of the comparative analysis is to give students a different perspective of how someone else operates their system. Again, there is a fair amount of latitude in the selection of the agency. Although the faculty internship supervisor can assist you in finding a similar agency, your internship agency will usually assist in locating another agency for the comparative analysis. For the student's benefit, the comparative analysis is limited to 1,500 words in length. Include the comparative analysis in the notebook.

3.4 Student Evaluation. (see page 23) A midterm and final evaluation by the agency supervisor is required. The first evaluation should be midway in the internship; the second should be completed at the end of the internship. Use the form attached to this manual for the evaluation (see page 23). Be sure to provide the agency supervisor with a SASE (Self-Addressed, Stamped Envelope).

Sally Herr
Student Log
Tuesday, June 1, 199x

NARRATIVE:

This morning I worked in the office....I had to deal with an angry customer. I used this as my critical incident (see below).

This afternoon I spent my time in the field....

This evening, I went to a board meeting with Tim....

Tommmorow I am planning to....

OBJECTIVES:

1.2.1.1 Customer Relations. My experience with Tim today developed my customer relations skills and helped me complete this objective.

CRITICAL INCIDENT:

Incident: Dealing with an angry customer. Today my supervisor, Tim, had to deal with a dissatisfied customer. Apparently, the customer had not received the pre-class information in the mail and therefore, missed the first session.

Narrative. Tim addressed the problem in two ways. First, he found out what was at this point bothering the customer. When you cut through everything that was said, the customer wanted his money back for the course. It was too late for the person to enter the course at this time.

Second, I was impressed with how Tim dealt with the customer. He didn't promise anything that he couldn't deliver. He listened very carefully and empathatically. Because of this he was able to move the problem to a satisfactory conclusion.

What I Learned. What I learned from this incident was how to deal with a dissatisfied customer. I learned how important it is to listen to what the customer has to say in an effort to reach a satisfactory solution. Also, I learned not to promise something that I cannot deliver.

3.5 Time Sheet. (see page 26) Since you are required to have 450 clock hours in your internship, you are required to keep a time sheet to keep an account of your hours logged. Use the time sheet provided as your master and make copies of it since your internship will normally extend over several time sheets. Although you may clock more than eight hours a day, an internship **must** extend for a period of ten weeks or more.

3.6 Faculty Supervisor's Visit. For those students who are located within the Frostburg region, the faculty internship supervisor will make at least one on-site visit. You are responsible for coordinating the on-site visit for the faculty supervisor. This includes coordinating the date of the visit, meetings with your supervisor, a tour of the facilities, and a review of the programs for which you are responsible. In addition, the faculty supervisor will make periodic phone calls to the agency throughout the internship, and in the case of internships outside the Frostburg area, these telephone calls will serve in lieu of the on-site visit.

3.7 In Case of a Problem. As a rule, your activities should be supervised while on-site by the agency. Supervision by the appropriate person on-site will reduce the likelihood of problems, including litigation. If a major problem occurs, you should contact the Chair of the Department of Recreation and Parks at your first available chance. In case of problems on of the following people should be contacted.

Dr. Robert B. Kauffman	o: 301.687.4474 h: 301. 689.8957 e: rkauffman@frostburg.edu
Dr. Diane Blankenship	o: 301.687.3192 e: dblankenship@frostburg.edu
Dr.. Maureen Dougherty	h: 301. 371.6886 CCBC: 410. 869.1103 e: mdougherty4@comcast.net
Dr. Veronica Hill	o: 301.687.4478 e: vjhill@frostburg.edu
Dr. Susan Gray	o: 301.687.4475 e: sgray2@frostburg.edu
Karen Frink Administrative Assistant, RPM	o: 301. 687.4461

4.0 POST INTERNSHIP

This section deals with what you need to do after the completion of the on-site internship experience. The internship is designed so that the student will complete their internship during the semester/summer that they are registered for the internship. This included the final presentation and the item discussed in this section. If the student still has some hours to complete or if they have not yet completed their final presentation, the student will receive an incomplete grade for your internship until the materials in the section are completed. Students have six weeks into the next semester to complete the requirements for the course before the incomplete automatically turns to a failure. For this reason, make sure that the final presentation, notebook and other requirements are completed before the sixth week of the semester following the internship. In cases where the student is graduating after completion of the internship, special arrangements can be made with the faculty internship supervisor to complete these materials earlier.

4.1 Final Presentation. Typically, for returning students, the final presentation is made during the first four weeks of the semester following the on-site experience. For students graduating after completing their summer internship, their presentation can be made in the summer, upon completion of the internship. The presentation will be given to the other internship students during a designated period. As a rule, the presentation should not exceed thirty (30) minutes in length. Generally, your presentation should also include the following components: (1) an introduction and brief overview of the agency, (2) a slide or poster presentation, (3) a review of your comparative analysis and special project, and (4) a general discussion of the agency and internship. Students are required to have a slide or poster presentation as part of the final presentation. You are encouraged to complete a power point presentation of the internship. If you do, you may role the photo file into your power point presentation. The program will want a copy of the power point for other students.

If there is an issue of confidentiality (e.g. TR students), there are two approaches which you might use. First, is to do a facilities tour where you provide a tour of the facilities without showing any people. Second, you can take brochures and other public information of the agency and scan them into your presentation. If you have any problems, consult with your supervisor.

4.2 Notebook. The documentation collected during your internship is presented in your notebook. The notebook should be partitioned into the sections listed below (e.g. Pre-Internship, Behavioral Objectives, etc.). It is important that you follow this structure. Also, it should be noted that several of the items included in the notebook are graded separately (e.g. comparative analysis, etc.).

1. Pre-Internship
 - a) letters of intent
 - b) resume
 - d) application
 - e) other items as appropriate
2. Goals and Objectives (pre-intership)
 - a) Objective Tree
 - b) Objectives (worksheets)
3. Professional Log
4. Special Project (limited to 1,500 words)
5. Comparative Analysis (limited to 1,500 words)
6. Self-Inventory (see self-inventory discussed on page 5)
 - a) What is my career goal?
 - b) What I want to learn from my internship?
 - c) Now that I have completed my internship, what are my career plans?
 - d) What else do I need to do to prepare myself for my career?
7. Other Sections as needed (number 7, 8, 9...)

4.3 Power Point. As part of your final presentation, you need to complete a power point presentation. This presentation should cover two things. It should give a tour of the facility or site where you did your internship. Think of it this way. If someone came to visit your facility, what would you show them. You should consider including some of the following items: sign advertising the facility, tour of campus and

its facilities, people with whom you work, and activities that you conducted. If there is a problem with patient confidentiality, give a facility tour devoid of clients and/or people. Second, you should use and consider the following points when creating and performing your internship.

1. Include a Title Slide
2. Include an End Slide
3. The use of custom animation and slide transition for smooth slide transitions
4. No more than two slides on your Special Project
5. No more than two slides on your Comparative Analysis
6. Your presentation should be 15 minutes in length. Figure roughly 15-20 slides in your presentation.
7. Provide a CD copy of your presentation to the instructor. You can include this in your notebook.
8. Save your power point presentation as a .ppt file (This is the XP format). This is an issue if you are using VISTA.

4.4 Final Evaluation and Grade Determination. Student grades are determined by using an expected value calculation where the final grade is the summation of the grades for each component multiplied by its weighing factor. The actual percentages used in the calculation may vary with individual instructors. The following table provides an example of a sample calculation. A student who does not receive a passing grade will be subject to a grade of incomplete or failure. In either case the internship must be repeated in whole or in part. Depending on circumstances, the internship student may be reassigned to another agency.

Sample Evaluation of Internship Experience

Internship Requirement	(#1) % of Grade	(#2) Grade Received	(#3) Numeric Grade	(#4) % of Grade	(#5) Column #2x#3
Pre-Internship Experience a) Letter of Intent b) Resume c) Objectives	20%	C+	79%	.20	15.8
Final Presentation:	10%	B	85	.10	8.5
Power Point Presentation	10%	A-	91	.10	9.1
Weekly Reports:	30%	B	85	.10	25.5
Notebook:	20%	B+	89	.20	17.6
On-site Evaluation (faculty):	10%	A-	91	.10	9.1
TOTAL:	100%				85.6

A final grade of 85.6 was obtained giving the student the following grade:

B

Note: All of the forms on the following pages are available on the FSU website under <Student Information> on the Recreation and Parks Management website.

AGENCY INFORMATION FORM
Recreation and Park Management Program
Internship Program

Student: _____

Date: _____

STUDENT'S INSTRUCTIONS: It is mandatory that the student complete this form. It should be completed as early as possible in the internship process and it must be completed prior to beginning your internship. This form is necessary for the student 1) to obtain **insurance coverage** from the University, 2) to provide your FSU supervisor with information necessary for the internship.

Return this form completed to your FSU supervisor prior to starting your internship.

STUDENT INFORMATION

Student Name: _____

Social Security Number: _____

Permanent Address: _____

Phone: () _____

email: _____

Internship Address: _____

Internship Phone: () _____

AGENCY INFORMATION

Agency: _____

Supervisor at Internship Site: _____

Address of Agency: _____

Agency Supervisor's Phone: () _____

Agency Supervisor's email: _____

OTHER PERTINENT INFORMATION

CRIMINAL BACKGROUND FORM
Recreation and Park Management Program
Field Experience and Internship Programs

Student: _____

Date: _____

STUDENT'S INSTRUCTIONS: It is mandatory that the student complete this form. It must be completed as early as possible in the field experience and internship process and it must be completed prior to beginning of your on-site field experience or internship. Also, if a change occurs after signing this form and before the completion of your field experience or internship, you must notify your FSU internship supervisor. In addition, it may be necessary to inform the field experience or internship site of the information presented below.

Please note that depending on the conviction, the pending conviction, or the charge, the Recreation and Parks Program reserves the right to modify, curtail, adapt and in some cases terminate or not conduct your field experience or internship.

Return this form completed to your FSU supervisor prior to starting your internship.

I (*insert your name*) _____ hereby declare or affirm under penalty of perjury, that I (*circle one*) (have/have not) been convicted of, nor am I the subject of pending charges for the commission of / attempt to commit / or assault with the intent to commit: Murder; Child Abuse; Rape; Child Pornography; Child Abduction; Kidnapping of a Child; manufacturing, distributing, or dispensing of a controlled dangerous substance; possession with the intent to manufacture, distribute or dispense a controlled dangerous substance; or hiring, soliciting, engaging, or using a minor for the purpose of manufacturing, distributing, or delivering a controlled dangerous substance; or a Sexual Offense, defined under Article 27, Subsection 464, 464A, 464B, or 464C of the Annotated Code of Maryland or an equivalent offense. I further certify that I am the applicant whose signature is affixed below. I understand and agree that I will immediately inform the Recreation and Park Management Internship Supervisor if I am the subject of any subsequent criminal charges as described above prior to or during any field experience and/or internship.

signature

date

LIABILITY RELEASE FORM

Frostburg State University Recreation and Park Management Program Field Experience and Internship Programs

As a required for the completion of the degree in Recreation and Park Management at Frostburg State University (“University”) in the program of Recreation and Park Management (the “Department”), I, _____, will participate in a field experience through an internship with an agency approved by the University. I acknowledge and fully understand that I will be engaging in activities that involve risks, including but not limited to the risk of injury or death resulting not only from my actions, inaction, or negligence, but the actions, inaction, or negligence of others. These risks include but are not limited to travel to and from the site, equipment used at the site, conditions that exist on the premises, and other risks that may not be known to me or are not reasonably foreseeable.

I voluntarily assume all risk of loss, damage, illness, injury or death that I may sustain while participating in any field experience except as may be caused by the gross negligence or willful misconduct of the University or its employees and agents. On behalf of myself and my heirs and estate, I agree to release, waive, discharge, and hold harmless the State of Maryland, the University System of Maryland, Frostburg State University, and their respective officers, officials, agents, volunteers, and employees from any and all claims, demands, liabilities, loss, or damages resulting from my participation in the University’s internship program, except as may be caused by the gross negligence or willful misconduct of the University or its employees and agents.

I understand that because the field experience is a required element of my degree program, the Department has ensured that I am covered by the University’s professional liability insurance, which will protect me from most malpractice claims that may be asserted against me except when caused by my negligence or willful misconduct or any other limitations that may be identified by the University’s insurance carrier.

The University reserves the right to decline to accept or retain me in the program at any time should my actions or general behavior impede the operation of the program or the rights or welfare of any person. Similarly, if my conduct violates any policy or procedure of the University, I understand that I may be required to leave the program at the sole discretion of the University’s representatives and agents, and may be referred to the appropriate University officials for further disciplinary or other action. In such an event, no refund will be made for any unused portion of the program.

I have read and do fully understand and agree to abide by the Frostburg State University Liability Release Statement as written above.

Signature of Participant

Date

If participant is under age 18, a parent or guardian MUST also sign this Liability Release Statement.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

Instructions: Read this form; sign it and return it to you internship supervisor before starting your internship.

STUDENT EVALUATION

Recreation and Parks Management Program Internship Program

Student: _____ Date: _____ Mid-Evaluation
 Final Evaluation

Supervisor: _____ Agency: _____

INSTRUCTIONS: Using the criteria listed below, please evaluate the performance of the student during the internship. Please note whether this is the mid-evaluation or the final evaluation in the appropriate box. This form should be returned to the internship supervisor in a SASE (Self-Addressed, Stamped, Envelope) provided by the student.

	Excel	VG	Good	Fair	Poor	NA
PERSONAL QUALITIES:						
Personal Appearance						
Enthusiasm						
Rapport with Participants						
Rapport with Staff						
PROFESSIONAL:						
Daily Preparation						
Knowledge of Skills						
Receptiveness to Criticism						
LEADERSHIP:						
Leadership Ability						
Group Leadership Skills						
Activity Leadership Skills						
LEADERSHIP PRESENCE:						
Initiative						
Leadership						
Control of Participants						
Voice						
Mannerisms						
Judgement (common sense)						

Overall Performance	Outstanding	1	2	3	4	5	Unsatisfactory
----------------------------	--------------------	---	---	---	---	---	-----------------------

Please list any skills which this student needs to improve and/or include any additional comments here or on the other side of this form.

This evaluation has been discussed with the student: yes; no

Recommendation for employment: yes no

(signed) _____
Agency Supervisor Date

STUDENT EVALUATION

Recreation and Parks Management Program Internship Program

Student: _____ Date: _____ Mid-Evaluation
 Final Evaluation

Supervisor: _____ Agency: _____

INSTRUCTIONS: Using the criteria listed below, please evaluate the performance of the student during the internship. Please note whether this is the mid-evaluation or the final evaluation in the appropriate box. This form should be returned to the internship supervisor in a SASE (Self-Addressed, Stamped, Envelope) provided by the student.

PERSONAL QUALITIES:

- Personal Appearance
- Enthusiasm
- Rapport with Participants
- Rapport with Staff

Excel	VG	Good	Fair	Poor	NA

PROFESSIONAL:

- Daily Preparation
- Knowledge of Skills
- Receptiveness to Criticism

Excel	VG	Good	Fair	Poor	NA

LEADERSHIP:

- Leadership Ability
- Group Leadership Skills
- Activity Leadership Skills

Excel	VG	Good	Fair	Poor	NA

LEADERSHIP PRESENCE:

- Initiative
- Leadership
- Control of Participants
- Voice
- Mannerisms
- Judgement (common sense)

Excel	VG	Good	Fair	Poor	NA

Overall Performance	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Outstanding</td> <td style="border: 1px solid black; padding: 2px;">1</td> <td style="border: 1px solid black; padding: 2px;">2</td> <td style="border: 1px solid black; padding: 2px;">3</td> <td style="border: 1px solid black; padding: 2px;">4</td> <td style="border: 1px solid black; padding: 2px;">5</td> <td style="border: 1px solid black; padding: 2px;">Unsatisfactory</td> </tr> </table>	Outstanding	1	2	3	4	5	Unsatisfactory
Outstanding	1	2	3	4	5	Unsatisfactory		

Please list any skills which this student needs to improve and/or include any additional comments here or on the other side of this form.

This evaluation has been discussed with the student: yes; no

Recommendation for employment: yes no

(signed) _____
Agency Supervisor Date

Objective Worksheet

Number: _____

Name: _____

Performance: _____

Criteria:	Completion: (Date and how it was completed)

Objective Worksheet

Number: _____

Name: _____

Performance: _____

Criteria:	Completion: (Date and how it was completed)

Objective Worksheet

Number: _____

Name: _____

Performance: _____

Criteria:	Completion: (Date and how it was completed)

Objective Worksheet

Number: _____

Name: _____

Performance: _____

Criteria:	Completion: (Date and how it was completed)

Objective Worksheet

Number: _____

Name: _____

Performance: _____

Criteria:	Completion: (Date and how it was completed)

AGENCY INTERVIEW EVALUATION

Recreation and Park Management Program Internship Program

Student: _____

Date: _____

Supervisor: _____

This evaluation has been
discussed with the student:

Agency: _____

_____ yes; _____ no

STUDENT'S INSTRUCTIONS: This form is to be completed each time you interview at a potential internship site. This form along with a SASE (Self, Addressed, Stamped, Envelope) should be given to the person at the agency who is interviewing you.

INTERVIEWER'S INSTRUCTIONS: This form helps us to assess the student's progress and to identify problem areas which the student may be experiencing in the interview process. We appreciate your taking a minute or two to complete this form and returning it to us. Feel free to discuss this evaluation with the student if you desire.
-- Thank you for your assistance --

Check appropriate box:	Excell.	V Good	Good	Fair	Poor		NA
Cover Letter							
Resume							
Knowledge of Agency							
Knowledge of Position							
Knowledge of Field							
Verbal Expression							
Enthusiasm							
Poise and Manners							
Interview Skills							

Comments: _____

_____ (Use reverse side)

Return to: Karen Frink
Cordts 295
Frostburg State University
Frostburg, MD 21532
Phone: (301) 689-4474

