TABLE OF CONTENTS

I. THE INTERNSHIP EXPERIENCE ......................................................................................................................... 2
   Purpose and Importance of the Internship .................................................................................................................. 3
   Student Learning Outcomes ..................................................................................................................................... 4
   Basic Guidelines for RT Field Placement ............................................................................................................. 5
II. THE INTERNSHIP PARTNERSHIP ......................................................................................................................... 7
    A Three-way Partnership for Success ..................................................................................................................... 8
    Student Requirements for Internship .................................................................................................................. 8
    Requirements for Internship Agencies ............................................................................................................... 9
    Agency’s Role and Responsibilities ..................................................................................................................... 9
    University’s Role & Responsibilities .................................................................................................................. 10
III. FINDING AN INTERNSHIP .................................................................................................................................. 12
    Finding the Internship: Basic Information ........................................................................................................... 13
    Steps in Finding the Internship ........................................................................................................................... 13
    Checklist for Internship Placement .................................................................................................................... 17
IV. COMPLETING THE INTERNSHIP ....................................................................................................................... 18
    Successfully Completing the Internship ................................................................................................................ 19
    RT Student Internship Requirements & Assignments .......................................................................................... 20
    How is my Internship Grade Determined? ........................................................................................................ 23
    What Happens if there is a Problem on my Internship? ..................................................................................... 23
    What Next? ...................................................................................................................................................... 24
V. APPENDICES ....................................................................................................................................................... 25
   Appendix A: Pre-Internship Forms ...................................................................................................................... 26
   Appendix B: Internship Forms .............................................................................................................................. 31
I. THE INTERNSHIP EXPERIENCE
Purpose and Importance of the Internship

Students participate in an internship (field placement) experience during the final semester prior to graduation. The internship consists of a full-time position (40 hours per week) for a minimum of 15 weeks (14 weeks for Summer internships) at an approved location.

Type of setting

The internship must take place in a setting that is related to the degree and major area of emphasis or the career goals of the student. It is important that the student choose an internship site that is closely related to his/her career interests. Talk with Dr. Wolfe if you have questions about your career goals and interests.

General purpose of the internship

An internship is included in the Recreation Program for three reasons:

1. The internship serves as the final segment of the formal education process. This experience, which builds on previous course work, provides the finishing touches for students entering the Recreational Therapy field.

2. Entry into the field usually requires experience on the part of the applicant. The internship helps the student meet this experience requirement.

3. The internship often serves as a stepping-stone to employment. At times the student is hired by the internship agency, while at other times, the student networks with professionals in the field and makes valuable contacts that sometimes lead to employment opportunities.

Selecting an internship

Internships are typically selected based upon one of two criteria.

1. The first criterion is the internship will serve as a real learning experience. Most students select an internship that will help them meet their career objectives. Unfortunately, some students select an internship based solely upon its convenience (due to ease in obtaining it, location, pay, someone they know, etc.), and when they finish the internship, they have learned little and are no closer to obtaining a job.

2. The second criterion is compensation. Students often ask if they will be paid during their internship. Some students are paid quite well for their internships while others are paid nothing at all. Some students are not compensated in the traditional sense of the term, but may receive benefits such as housing or meals.
After spending four or five years in college, compensation is usually important to the student. However, you are discouraged from using compensation as the only criterion for selecting an internship.

**Important Tip:** Think about the setting or population you want and begin now to work toward an internship that will help you achieve entry into that area of Recreational Therapy.

**Student Learning Outcomes**

The internship program is designed to provide opportunities for student growth and development. During RECR 4790, the student will:

1. Encounter firsthand what it means to be a full-time professional.
2. Experience direct contact with practicing Certified Recreational Therapy Specialists.
3. Observe, practice and apply theory to specific situations.
4. Compare, evaluate, and adapt what is experienced in practice to what has been previously explored in the classroom.
5. Perform intensive self-reflection and personal evaluation. This will include:
   a. Reflection on individual training, strengths, and limitations in conjunction with the practical work environment.
   b. Measurement of oneself against professional and organizational standards under the guidance of experienced professionals.
   c. Initiation of the transition from undergraduate student to professional.
6. Demonstrate a willingness to solve problems, investigate new ideas, and follow through on assigned duties with minimal supervision.
7. Exhibit effective time management skills through completion of departmental assignments and internship duties.
8. Improve communications skills that include speaking, active listening, and writing.
9. Demonstrate a basic knowledge of the organization and administration of Recreational Therapy programs.
10. Practice professional behavior including punctuality and attendance at all required meetings.
11. Explore the entry level job tasks of the Recreational Therapy specialist:
   a. Assessment, intervention planning, implementation of services, and evaluation of individual plans;
   b. Agency and RT service planning, documentation, treatment and service team responsibilities, management services;
   c. Outreach, advocacy, public relation and professional development activities.

12. Through practical application show increased knowledge in the areas needed for the entry level Recreational Therapy specialist:
   a. Background information
   b. Diagnostic groupings and populations served
   c. Assessment, planning, implementing and evaluating individual plans
   d. Documentation, organization and management of services
   e. Advancement of the profession.

13. Exhibit increased skill levels in facilitation of therapeutic groups.


15. Broaden the vision concerning utilization of community resources in effective Recreational Therapy services.

**Basic Guidelines for RT Field Placement**

1. The length of the internship is 15 weeks (600 hours) during the Fall and Spring semesters, and 14 weeks (560 hours) during the Summer semester.

2. The internship is sequenced in the curriculum to occur during the last semester in school after successful completion of **ALL** required courses and 200 hours of practical experience.

3. Students making application for an internship placement must have a 2.0 GPA and be recommended by their advisor. Students must be “Cleared for Graduation” at least three semesters in advance of the internship semester.

4. An agency supervisor must be a currently certified Recreational Therapist (CTRS), under NCTRC; must have two (2) years of experience in Recreational Therapy; and must have been employed at his or her agency for at least one (1) year.

5. A qualified faculty member or instructor, certified in Recreational Therapy, will coordinate the University's internship supervision.
6. Sites selected for internship placements must be approved by full-time faculty in Recreational Therapy. Each site shall have a written plan of operation and a plan for the internship experience.

7. Internships shall provide students an opportunity to have practical experience in a setting that has established professional Recreational Therapy services.

8. Agency supervisors shall meet with the student in formal supervision for one (1) hour each week throughout the internship.
II. THE INTERNSHIP PARTNERSHIP
A Three-way Partnership for Success

The internship functions as a three-way partnership between the student, the internship agency, and the University’s Recreation Program. All parties involved in the partnership must assume defined responsibilities in order to gain benefits from the internship program. Maximum effort on the part of all involved increases the quality of the experience for the intern, improves the services provided by the intern to the agency’s clients, and contributes to the development of the profession as a whole.

The specific roles and responsibilities of the student, the internship agency, and the University’s Recreation program are described below.

**Student Requirements for Internship**

1. The student's GPA shall be 2.0 or above.

2. The student's academic RT advisor shall approve the student making application for internship placement. It is the responsibility of the student to make an appointment to seek approval.

3. The student shall have a minimum of 200 hours of volunteer or paid experience in recreation (most of these should be in Recreational Therapy).

4. The student shall have satisfactorily completed **ALL** coursework prior to internship.

5. Students **MUST** maintain a minimum of $1,000,000 in professional liability insurance [http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp](http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp)

6. The student shall have enrolled in RECR 4790 prior to beginning internship.

7. The student will demonstrate a performance-oriented, professional attitude throughout the internship.

8. The student’s work must be of high quality and the student must be completely dependable.

9. Students will demonstrate enthusiasm, initiative, motivation, and the willingness and ability to solve problems.

10. Outside activities such as part-time employment must not conflict with any internship responsibilities or duties. Approval for outside activities (e.g. employment, etc.) to occur during the internship must be granted, **in writing**, by both the University internship supervisor and the agency supervisor. Failure to obtain written approval prior to starting outside employment may lead to termination from the internship.
Requirements for Internship Agencies

1. The agency’s RT program shall have been in existence for at least one (1) year prior to receiving student interns and the agency supervisor shall have been employed for at least one (1) year at the agency.

2. The agency supervisor shall be currently NCTRC certified as a CTRS with a minimum of two (2) years of full-time experience in Recreational Therapy. (Documentation of certification shall be provided to the University.)

3. The agency supervisor shall have sufficient time scheduled for student observation, counseling, evaluating, and supervision.

4. The agency supervisor shall schedule weekly, formal supervision conferences with the student.

5. The RT program shall have a written plan of operation including, but not limited to, philosophy, purpose, goals, objectives, services provided, documentation, staffing (qualifications, hours of work, etc.), professional development, quality assurance, evaluation process and policies and procedures.

6. Private conference and work areas shall be available to the student and agency supervisor.

7. The agency should have on file with the University a written curriculum for the internship including the orientation program and learning experience.

Agency’s Role and Responsibilities

1. The agency supervisor shall be responsible for the overall training/supervision of the student intern.

2. The agency supervisor may be the student's immediate supervisor or may be responsible for appointing a staff member as the student's supervisor. If another staff member is appointed, that person shall have current NCTRC certification, two years of full-time paid experience, and one year at the agency.

3. The agency supervisor shall have the skills and time to supervise the intern.

4. The agency supervisor shall be responsible for providing the University updated material related to the agency's internship program.

5. The agency supervisor shall serve as an advisor and counselor in the absence of the University supervisor.
6. The agency supervisor shall coordinate the total internship program including the placement, supervision, and evaluation of the student.

7. The agency supervisor shall arrange any financial compensation for the intern, consistent with agency policy. The level of support will vary from minimal support to room and board, a living stipend, or a paid internship. These arrangements will be negotiated directly with the intern.

8. An orientation program for the student shall be developed and conducted by the agency supervisor.

9. The agency supervisor shall conduct weekly formal supervision conferences with the intern.

10. Practical experience in using the Recreational Therapy process (assessing, planning, implementing and evaluating) for the intern shall be arranged by the agency supervisor.

11. The agency supervisor shall involve the student intern in on-going, in-service education programs for agency staff.

12. The agency supervisor shall involve the student in his or her appraisals, as well as goals and plans of action for improvement.

13. Midterm and Final Evaluations of the student intern shall be submitted to the University by established deadlines.

14. The agency supervisor shall coordinate the overall supervision of the student with the University supervisor, including visits made to the agency by the University supervisor or his designate.

**University’s Role & Responsibilities**

1. The University shall be responsible for appointing a University Supervisor who is currently a Certified Recreational Therapy Specialist.

2. The University Supervisor shall be responsible for, but not limited to:
   a. Assessing potential internship settings and continually reviewing, updating, and keeping an established list of approved placement sites for students.
   
   b. Establishing a knowledgeable and working relationship with the agency or institution.
   
   c. Coordinating agency Agreements for Field Placement.
   
   d. Developing guidelines regarding goals and experiences required by the University.
e. Advising students prior to placement.

f. Supervising, evaluating, advising, and observing students (when possible) during placement.

g. Maintaining regular contact with the student and the agency supervisor via visits, telephone, or correspondence.

h. Evaluating the agency or institution providing internship experience.

3. The University shall be responsible for developing written policies and procedures regarding field placement.
   a. The policies and procedures shall consider current standards established by the American Recreational Therapy Association and the National Council for Recreational Therapy Certification.

   b. The policies and procedures shall be reviewed annually and updated as needed.

5. The University shall develop an Internship Manual for students. The University Internship Manual shall include but not be limited to:
   a. Purpose, goals, and objectives for field placement experience.

   b. Responsibilities of the student, college or university, and the field placement site.

   c. Requirements needed prior to student's formal request to initiate the field placement process.

   d. Knowledge and skills expected to be gained by the end of the field placement experience.

   e. Policies and procedures governing field placement.

   f. Forms relating to field placement including, but not limited to, sample contracts, student evaluation, etc.

6. The University shall develop a Memorandum of Understanding with each field placement site.
   a. The agreement shall define the responsibilities of:
      1. The University
      2. The student
      3. The agency or institution providing the field placement site

   b. The agreement shall be signed and dated by the appropriate persons.
III. FINDING AN INTERNSHIP
Finding the Internship: Basic Information

Who finds the internship?

The primary responsibility for finding and obtaining an internship rests with the student. When needed, faculty will assist the student in finding an internship.

The role of the faculty in the internship selection process is twofold. First, the student’s faculty advisor provides direction and advice. Secondly, the faculty advisor may maintain resources of potential assistance to the student. Students are encouraged to visit Dr. Wolfe (make an appointment first) and take full advantage of the resources available.

If a student has difficulty finding an internship, they need to work closely with Dr. Wolfe. Also, if an internship “falls through” at the last minute, Dr. Wolfe should be contacted immediately for assistance.

Why doesn’t the faculty assign internships?

Faculty at some universities assign internships to students. We choose not to for several reasons. First, we believe that students can find excellent internships that we know nothing about. Second, we wish to give students as much freedom as possible in determining this important phase of their degree program. Third, we believe that undergoing the process of searching for and applying for internships serves as great training for what comes next---finding that first job.

Steps in Finding the Internship

There are logical steps you should follow in securing an internship. Students who carefully follow these procedures should have little difficulty in finding a beneficial internship experience. Dr. Wolfe will be happy to answer questions and give you suggestions.

STEP 1 – DECIDE WHAT YOU WANT TO PURSUE AS A CAREER FIELD

We realize that many students are not sure what population they would like to work with or which setting in which they would like to work. Some students have two or three areas that they find equally interesting, while some would consider a job in almost any area. It is important that you try to narrow it down to one area. Work with Dr. Wolfe in determining a professional interest area and seeking an internship in that area.

STEP 2 – WHEN TO BEGIN YOUR SEARCH

When should you begin? What seems to work best is to send out cover letters and resumes approximately two semesters before you plan to intern. For instance, if you plan to intern in the
Spring, your first mailing should occur very early in the previous Summer semester. Have your resume and cover letter already prepared prior to the Summer semester so they do not delay your applications. Students must meet with Dr. Wolfe to review their resume and cover letter prior to mailing.

STEP 3 – WHERE TO LOOK FOR YOUR INTERNSHIP

We want you to have the best internship experience possible, so we place no geographical limits on your search. The site must be approved in order to ensure it meets all of the qualifications for NCTRC.

If it is a new site for Recreational Therapy students, we may need to contact the person in charge at that site and discuss the experience. We reserve the right to approve all internships, and if Dr. Wolfe believes the site will not provide an appropriate educational experience, the student will be advised to find another site.

Where do you find your internship site? This usually comes from one of four sources:

1. From contacts that the individual student possesses; for example, someone you know or someone a friend or relative knows. Some of the best sites are found this way.

2. From talking with other students about where they have interned or plan to intern.

3. From information and contacts provided by Dr. Wolfe or other departmental faculty. This is a potentially rich source of information—take advantage of it.

4. Internet searches on RT related websites.

STEP 4 – YOU HAVE ONE OPPORTUNITY TO MAKE A “GOOD FIRST IMPRESSION”

Your cover letter and resume may be the first contact the internship site has with you, and if the letter and resume are not impressive and professional, it will often be the last impression as well. Some sites receive many requests for internship opportunities, and have time to interview only a few students. To get an interview, it is crucial that your resume and cover letter help you make a “good first impression.”

Many students have never written a resume or a cover letter. It is important that you get help in completing this important task. Your best sources of help are the Georgia Southern Career Services department in the Williams Center and Dr. Wolfe. The main role of Career Services is to help students in securing jobs and internships. You may obtain free materials, sample resumes and letters, and other help from them.

Dr. Wolfe will meet with all Recreational Therapy students to go over proper format for this type of cover letter and resume and will review with students prior to mailing.
STEP 5 – MAILING OUT YOUR INQUIRES/RESUMES AND FOLLOWING UP

Once your letters and resumes are prepared, you are ready to mail these to the sites you have selected. The following are some suggestions that you should follow:

- Select approximately five sites that you would most prefer. Check these sites with Dr. Wolfe at this point.

- Send a cover letter along with your resume to each of the five sites you chose. This should be done two semesters before you plan to intern.

- Be certain you send these to the person who is in charge of selecting interns. If you do not know who that is, call to find out.

- One week later, call that person to be certain your material was received. At that time you should have a good idea of their interest. You must call if you want the internship. Very few internship sites are going to call you and chase you down. You must show some initiative.

- Personnel at many agencies are not familiar with the internship program at Georgia Southern University, nor with the internship process in general. If they have questions and/or concerns, Dr. Wolfe may need to contact them and discuss our procedures.

- If several of the sites indicate that they do not use interns, or are not interested at that time, send out letters to additional sites on your list.

- If you get one or two “maybe” responses, do not wait hoping they will come through. This tactic can leave you with no internship. Send letters and resumes to other sites at once. It is better to have too many sites interested in you than not enough.

- When you have three or four sites that seem genuinely interested, you need to pursue them. Most will want to interview you. You will get some pointers on successful interviews from Dr. Wolfe.

STEP 6 – REACHING AN AGREEMENT

Once you and the agency/site have reached an agreement---they want you as an intern and you want to intern there---you must complete several forms described below (see Appendix A for the forms):

**Internship Information Form**
This form provides basic contact information useful for the University as it monitors your internship experience.
Off-Campus Student Participation Agreement
This form represents a release of legal rights by the student. This is an important legal
document and each student should be given the opportunity to ask questions related to the
signing of the document.

Intern Placement Understanding Form
This form describes the basic responsibilities of the Student, Agency Supervisor, and
University Supervisor. The form must be completed and signed by the Agency and
University Internship Supervisors, as well as by the student.

**Important Note:** All forms noted above should be discussed with Dr. Wolfe who will create a
file pertaining to your internship experience.

**STEP 7 – REGISTERING**

Registration for the internship is done by the professor in your emphasis area. However, Dr.
Wolfe will not register you for the internship until he has received a copy of your “Checklist for
Internship Placement” form.
Checklist for Internship Placement

The following checklist is provided to guide you in completing your internship placement responsibilities. Specific dates for each assignment will be provided at the beginning of each semester.

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enroll in RECR 4630</td>
</tr>
<tr>
<td>2. Submit completed “Cleared for Graduation” form to your emphasis area advisor</td>
</tr>
<tr>
<td>3. Submit five potential internship sites (name of agency or facility, address, phone number, website, email address, internship coordinator contact)</td>
</tr>
<tr>
<td>4. Attend informational meeting</td>
</tr>
<tr>
<td>5. Submit cover letter and resume</td>
</tr>
<tr>
<td>6. Apply for five internships</td>
</tr>
<tr>
<td>7. Select internship site</td>
</tr>
<tr>
<td>8. Submit “Intern Placement Understanding” form</td>
</tr>
<tr>
<td>9. Submit Agency Supervisor RT Certification Verification</td>
</tr>
<tr>
<td>10. Complete on-line “Internship Information” form</td>
</tr>
<tr>
<td>11. Submit “Off Campus Student Participation Agreement”</td>
</tr>
<tr>
<td>12. Complete on-line “Experience Hours Timesheet”</td>
</tr>
<tr>
<td>13. Submit completed internship placement checklist to your University supervisor</td>
</tr>
<tr>
<td>14. Enrolled in RECR 4790 by your University supervisor</td>
</tr>
</tbody>
</table>
IV. COMPLETING THE INTERNSHIP
Successfully Completing the Internship

What does the agency expect of the intern?

The expectations and requirements of the internship agency will vary depending on the setting; however, some generalizations can be made.

Some interns need to shed the “slacker mode,” which is typified at the University by cutting class, arriving late to class, failing to come to class prepared, doing unacceptable work, and having a less-than-professional interest in the class. This conduct will not be acceptable in the workplace. The intern needs to develop a performance-oriented, professional attitude. Work must be of the highest quality and the intern must be completely dependable.

Most interns have a good attitude and are willing to work hard. Characteristics or traits that will help you to stand out are enthusiasm, initiative, motivation, and the willingness and ability to solve problems.

The job market in Recreation is flooded with applicants, and employers can select the cream of the crop for job openings. The nonchalant student with an unprofessional attitude will not succeed in this field. There are too many good people trying for the same position. Keep in mind that one of your most important future references will be that of your agency supervisor.

What does the University supervisor expect of the intern?

We have the same expectations as your agency supervisor. Additionally, we want each student to be an ideal representative of the Recreation Program at Georgia Southern University.

There are a number of very important assignments you must fulfill for the University while conducting your internship. These assignments are listed on the following page.
RT Student Internship Requirements & Assignments

The following is a list of academic requirements for completion of the Recreational Therapy internship experience.

1. REPORTS – 20 points each (160 points)
   a. Due Sundays by midnight
   b. Weekly reports for initial four weeks (4 reports)
   c. Bi-weekly reports for remaining weeks (4 reports)
   d. All reports to be typed, submitted via email attachment.
   e. Content to be included:
      i. Detailed description of weekly events (consider APIE)
      ii. Thoughtful reflection/critique on weekly events
      1. Positive and negative thoughts regarding experiences
      2. Thoughts related to interactions with clients
      3. Thoughts related to interactions with staff
      iii. Connections to Georgia Southern courses

2. OBSERVATIONS – Two at 25 points each (50 points total)
   a. Program observation: Through consultation with your site and academic supervisors, observe two other disability or treatment groups that you do not work with. (See Appendix for details)

3. INTERNSHIP PROJECTS – 50 points each (100 points total)
   a. Special project. Discuss with your agency supervisor possible projects that would benefit the agency. Examples would include, developing new program line or element, developing resource manuals, developing marketing plans/materials, etc. (This must be approved by university supervisor prior to selecting the project.)
   b. Case study. Information should include etiology of disease, patient background, assessment, program prescription, goals, and objectives of the program. (See Case Study outline for details in Appendix)

4. FINAL REFLECTION PAPER – 100 points total
   a. To include the following sections:
      i. Progress toward goals.
      ii. Lessons learned
      iii. Recommendations for RT curriculum at Georgia Southern
      iv. Any additional thoughts related to the internship experience.

5. AGENCY AND STUDENT EVALUATIONS – 60 POINTS TOTAL
   a. Supervisor mid-term evaluation – 20 points.
   b. Supervisor final evaluation – 20 points
   c. Student final evaluation – 20 points

Total Points = 570
How is my Internship Grade Determined?

The RT internship supervisor will assign your final (letter) grade. Several factors will be used to arrive at the grade, including:

1. Agency supervisor’s evaluations: Through the mid-term and final evaluation forms, your supervisor will make a recommendation for your grade. This will weigh heavily how your grade is assigned.

2. Academic assignments: Are your assignments sent in promptly? Are they completed in enough detail that the RT Internship Supervisor can get a good idea of what you are doing? What is the quality of your work?

3. Personal contact with the supervisor: The RT internship supervisor will discuss your performance with your agency supervisor by phone or during a site visit.

4. Final forms received on time: Your supervisor’s final evaluation forms need to be received by the RT internship supervisor by last week of your internship. It is your responsibility to see that they arrive on time.

What Happens if there is a Problem on my Internship?

If the agency supervisor is dissatisfied with the performance of an intern and terminates the internship prior to the end of the experience, the University supervisor has two options. If there is evidence that the agency supervisor was justified in the termination of the internship, the student will be assigned a grade of “F” for the internship. Acts that would justify termination include, but are not limited to, persistent tardiness or absences, inability to get along with the supervisor or staff, poor quality work, and failure to adjust to the work environment.

If the agency supervisor does not appear to be justified in termination of the internship, the University supervisor will attempt to place the student at another site as soon as possible. This may require continuing the internship through part or all of the next semester.

Important Note: If you experience problems during the internship that prevent or discourage you from executing assigned internship duties, communicate them immediately to both your agency and University supervisors!! Do not wait. It is important to stay in touch with us.
What Next?

When should I start looking for a permanent job?

Finding a job always takes time, frequently as long as several months. For that reason, the student would be wise to begin a serious job search while at the internship site. It is always a good policy to maintain contact with people from your University, as well as people you meet in the field. Stay in touch with the Recreation faculty as you begin your job search.

Should I consider a graduate degree?

Although a Master’s Degree is not a requirement in most areas of Recreation, more preparation can certainly be to your advantage. Students who can qualify for graduate school should consider it.

We suggest that students completing their undergraduate degree at Georgia Southern University go to another university to obtain their Master’s Degree. This allows the student to learn from different faculty members with different areas of expertise, different perspectives, and different experiences. It also allows the student to expand his or her network.

Students should be aware that admission to graduate school is not automatic. At Georgia Southern, minimum requirements for the Graduate College include a 2.75 GPA and a good score on the Graduate Record Examination. Most graduate programs have similar admission requirements.
V. APPENDICES
Appendix A: Pre-Internship Forms
GEORGIA SOUTHERN UNIVERSITY
RECREATION PROGRAM
EXPERIENCE HOURS INFORMATION/TIME SHEET

STUDENT'S NAME: ________________________________
EMPHASIS AREA: ________________________________
SUPERVISOR: ________________________________
SITE ADDRESS: ___________________________________

SITE TELEPHONE: ___________________________________
SITE EMAIL: ________________________________

TIME LOG:

<table>
<thead>
<tr>
<th>DATE</th>
<th># HOURS</th>
<th>SUPERVISOR INITIALS</th>
<th>EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To Be Completed On-Line
GEORGIA SOUTHERN UNIVERSITY
Internship Information Form

Name:________________________________ Student ID#_______________________

Last   First  M

Local Area Code & Phone Number: __________________________

Home Area Code & Phone Number: __________________________

Mailing Address:_________________________________________________________
_______________________________________________________________________
City: _______________________State: _______________Zip Code: _______________

E-Mail Address: _________________________________________________________

Term You Expect to Graduate:    Fall   Spring   Summer   Year:_______

Official Name and Mailing Address of your Internship Agency:

________________________________________________________________________
________________________________________________________________________
City: _____________________State: _______________  Zip Code: ________________

Name and Title of your Agency Supervisor:

Name:__________________________________Title:____________________________

His/Her Business Address if different from above:

________________________________________________________________________
________________________________________________________________________
City:________________________ State:___________________ Zip Code: __________

Supervisor’s Office Area Code & Phone Number: ______________________________

Supervisor’s Area Code & Fax Number: _______________________________________

Supervisor’s E-Mail Address: _______________________________________________
OFF-CAMPUS STUDENT PARTICIPATION AGREEMENT  
[THIS IS A RELEASE OF LEGAL RIGHTS. READ CAREFULLY BEFORE SIGNING.]

I, __________________________, hereby acknowledge my awareness that participation in an off-campus internship or applied learning experience arranged through Georgia Southern University’s School of Human Ecology—Recreation Program may expose me to a risk of property damage and bodily or personal injury, including injury that may prove fatal, to others or myself. I hereby assume any and all such risk. For the sole consideration of the University’s School of Human Ecology—Recreation Program arranging for my participation in an off-campus internship or applied learning experience at____________________________, I hereby release and forever discharge Georgia Southern University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all liability, claims, demands, rights, and causes of action of whatever kind, arising from or by reason of any connected with my participation in the above-referenced off-campus internship or applied learning experience. I understand that acceptance of this signed Off-Campus Student Participation Agreement by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further agree to follow all administrative policies, standards, and practices of the off-campus facility. I understand that I shall not be deemed to be employed by, or to be an agent or servant of, the Board of Regents, Georgia Southern University, or the off-campus facility for any services I provide during the internship and that I will not receive monetary compensation for such services.

I have read and understand the above Off-Campus Student Participation Agreement and I agree that it binds my heirs, executors, administrators, assigns, as well as myself. I have freely and voluntarily signed this Agreement.

________________________________       ________________________      ___________
Signature of student participant        Signature of Witness   Date

________________________________
Signature of parent or guardian,  
if student is under 18 years old.
INTERN PLACEMENT UNDERSTANDING FORM

School of Human Ecology—Recreation Program
College of Health and Human Sciences
Georgia Southern University

This is to certify that ____________________________ has been accepted as an intern student with the following agency ____________________________.

It is understood that he/she is expected to work a minimum of 40 clock hours per week:
Beginning __________________, 20___ and ending __________________, 20___.

Nature of the Understanding

• The University Supervisor, Agency Supervisor, and the Student agree that the above named student will perform his or her internship at the above named internship site for the period specified above.

• The student will register at Georgia Southern University to receive 12 credit hours for the internship. The student is neither an employee nor an agent of Georgia Southern University.

• The student will work the equivalent of a 40-hour week for a minimum period of 15 weeks for a Fall or Spring semester internship, and 14 weeks for a Summer semester internship.

• The Agency Supervisor will supervise and perform a midterm and final evaluation of the student’s performance (appropriate forms will be provided by the student).

• The University Supervisor will provide assistance as requested by the student and/or the Agency Supervisor. The University Supervisor will assign the final grade for the internship experience.

Student Signature: ____________________________ Date: __________

Agency Supervisor Signature: ____________________________ Date: __________

University Supervisor Signature: ____________________________ Date: __________

This form must be returned to Dr. Brent D. Wolfe, Recreational Therapy Internship Supervisor, PO Box 8034, Georgia Southern University, Statesboro, GA 30460-8034. Questions can be directed to 912.478-7381. The form can be faxed to 912.478.0276.
Appendix B: Internship Forms
Purpose: To gain insights from therapists/therapies not included in the typical internship experience. To complete the observations, you should select a therapy program/setting or therapist who you have not (and will not) have the chance to interact with during the normal course of your internship. For each observation, the length of time may range from a 60-minute therapy session to a full day of interaction with a therapist. The intent behind this assignment is for the student to learn from individuals who are part of the treatment process but not typically encountered during the internship. Students may observe other therapists/therapies at their facility, or with permission from their site supervisor, students may observe at another facility. The academic supervisor must approve all observations.

OUTLINE FOR PROGRAM OBSERVATIONS

Date: _____________________  Student: ________________________________

Program Title: ____________________________________________________________

Program Purpose: __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Start Time: ___________________  End Time: ______________________

Issues to consider:
  • Personnel: (Leadership style, interactions, etc.)
  • Participants: (Number, age, sex, SES, disability, etc.)
  • Facilities: (Description, conditions, safety, unusual things)
  • Program: (Content)
  • Lessons learned: (Problems, possible solutions, ideas gained, etc.)

You should evaluate this session using the issues outlined above. You might consider organizing your paper utilizing the points above as headings that direct your thoughts. There is no minimum or maximum length for your evaluations; they should simply be long enough to cover the points identified above.
CASE STUDY OUTLINE

Personal Data
- First name
- Age
- Sex
- Height
- Weight
- Educational Level
- Race

Medical-Social History
- Medical/psychiatric history
- Vocational history
- Educational history
- Family history (family, parents, siblings, etc.)
- Social environment (community, family, church, other)
- Leisure experience or play behavior

Admission/Referral Information
- Date
- Referral service
- Type admission/referral to agency (voluntary, court ordered, emergency, other)
- Client's reactions/perceptions to admission/referral

Present Diagnosis/Status
- Definition/nature of disability
- Cause(s) of disorder or disability
- Current level of function/status
  - Social
  - Emotional
  - Cognitive
  - Physical
  - Leisure
  - Spiritual

Treatment/Intervention Plan
- General health care team plan (goals, procedures, special concerns)
- Recreational Therapy plan

Assessment Findings
- Goals (short term and long term)
- Activities and rationale used to achieve goals
- Intervention/facilitation techniques used
- Evaluation-specific results of program following selected time period
- Modifications needed in program plan

Recommendations for Future Recreation Involvement
- General needs of client
- Specific recommendations
RECR 4790
Presentation Evaluation

Organization of Content
A. Introduction of Presentation
   1. Presented an engaging overview
      Comments: ____________________________

B. Body of Presentation
   2. Description of facility
      Comments: ____________________________
   3. Description of population
      Comments: ____________________________
   4. Implementation of the APIE Process
      Comments: ____________________________
   5. Perception of preparedness
      Comments: ____________________________
   6. Evidence of professional goal accomplishment
      Comments: ____________________________
   7. Integration of academic content
      Comments: ____________________________
   8. Future plans
      Comments: ____________________________

C. Conclusion of Presentation
   9. Summarized the main ideas
      Comments: ____________________________
   10. Responded effectively to questions
        Comments: ____________________________

Presentation Style
A. Voice Characteristics
   11. Voice could easily be heard
        Comments: ____________________________
   12. Avoided distracting speech fillers (e.g., “okay,” “now,” “uhmm”)
        Comments: ____________________________
   13. Used effective rate of speech
        Comments: ____________________________

B. Non-verbal Communication
   14. Established and maintained eye contact with participants
        Comments: ____________________________
   15. Exhibited professional manner/appearance
        Comments: ____________________________
   16. Demonstrated enthusiasm and interest in topic
        Comments: ____________________________

C. Environmental Arrangements
   17. Maintained participants’ attention with audio-visual aids
        Comments: ____________________________
Rubric Item Explanation

Content:
- Presented an engaging overview:
  o Draw the audience in with an overview of the entire presentation
- Description of facility:
  o Where is the facility located?
  o What is the history of the facility?
  o What type of facility is it?
  o What resources are available?
  o What was the overall quality of your experience?
- Description of population:
  o Who did you work with?
  o What information did you learn about that/those populations during your coursework?
  o What information did you learn about that/those populations during your internship?
- Implementation of the APIE Process:
  o How did you implement each component of the APIE process?
  o How did your coursework prepare you for implementation of the APIE process?
- Perception of preparedness:
  o How prepared were you for your internship?
  o What could you have done to be more prepared?
  o Consider additional courses you could have taken or experiences you could have had throughout your undergraduate experience.
- Evidence of professional goal accomplishment:
  o What were your goals going into the internship?
  o What evidence can you provide to document accomplishment of your goals?
- Integration of academic content:
  o How did you integrate academic content throughout your presentation?
  o Presenting specific references to specific concepts in specific classes throughout the presentation is necessary here.
- Future plans:
  o What are your next steps?
  o Consider short and long-term plans.
- Summarized the main ideas:
  o Summarize the content of the presentation in a effective manner
- Responded effectively to questions:
  o Were you able to answer questions from the audience with confidence?
  o Were you able to answer questions from the audience accurately?

Process:
- How effectively did you convey your message?
- Consider each of the below categories
  o Voice could easily be heard
  o Avoided distracting speech fillers (e.g., “okay,” “now,” “uhmm”)
  o Used effective rate of speech
  o Established and maintained eye contact with participants
  o Exhibited professional manner/appearance
  o Demonstrated enthusiasm and interest in topic
  o Maintained participants’ attention with audio-visual aids
STUDENT FINAL EVALUATION REPORT
FIELD PLACEMENT EXPERIENCE IN RECREATIONAL THERAPY

A space is provided to write a statement about your rating after each question. Please read agency requirements in the internship manual before completing this evaluation.

Rate performance: 1 = Poor; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Good; 5 = Excellent

1. Quality of orientation at agency
   Comments: 1 2 3 4 5

   ___________________________________________________________________________
   ___________________________________________________________________________

2. Quality of learning experience at agency
   Comments: 1 2 3 4 5

   ___________________________________________________________________________
   ___________________________________________________________________________

3. Quantity of work experience at agency
   Comments: 1 2 3 4 5

   ___________________________________________________________________________
   ___________________________________________________________________________

4. Quality of weekly meetings with agency supervisor
   Comments: 1 2 3 4 5

   ___________________________________________________________________________
   ___________________________________________________________________________

5. Communication through phone calls or visits by University supervisor
   Comments: 1 2 3 4 5

   ___________________________________________________________________________
   ___________________________________________________________________________

6. Additional Comments:

Agency Name ________________________________
Student Signature ____________________________ Date: _______________________

To Be Completed
   On-Line
Please respond to each of the statements below. If additional comments are warranted, please place in the appropriate locations.

### Assessment

<table>
<thead>
<tr>
<th>Student understands the purpose of an initial assessment</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is knowledgeable about initial assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to conduct initial assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to develop rapport with clients during an initial assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Addition comments regarding assessments:**

### Planning

<table>
<thead>
<tr>
<th>Student has the ability to analyze assessment data</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has the ability to select appropriate interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has broad knowledge base of RT interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of a task analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of an activity analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to write outcome oriented goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to write three-component behavioral objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Addition comments regarding planning:**
### Implementation

<table>
<thead>
<tr>
<th>Student has ability to lead programs</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to interact effectively with clients</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to motivate clients</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student respects clients</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student is cheerful and energetic</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student demonstrates initiative</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to adapt programs to fit client needs</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of behavioral techniques</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Addition comments regarding implementation:

### Evaluation

<table>
<thead>
<tr>
<th>Student has knowledge of program evaluation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student understands purpose of program evaluation</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to conduct program evaluation</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of documentation methods</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to document</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has ability to utilize effective medical terminology</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Addition comments regarding evaluation:

Student Signature: __________________________________________

Supervisor Signature: _______________________________________

Date: ____________________________________________________
SUPERVISOR FINAL EVALUATION REPORT
FIELD PLACEMENT EXPERIENCE IN RECREATIONAL THERAPY

Please respond to each of the statements below. If additional comments are warranted, please place in the appropriate locations.

### Assessment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student understands the purpose of an initial assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is knowledgeable about initial assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to conduct initial assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to develop rapport with clients during an initial assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments regarding assessments:

---

### Planning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has the ability to analyze assessment data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has the ability to select appropriate interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has broad knowledge base of RT interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of a task analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of an activity analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to write outcome oriented goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to write three-component behavioral objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments regarding planning:

---

To Be Completed On-Line
### Implementation

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to lead programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to interact effectively with clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to motivate clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is cheerful and energetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to adapt programs to fit client needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of behavioral techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments regarding implementation:

### Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of program evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student understands purpose of program evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to conduct program evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has knowledge of documentation methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to document</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has ability to utilize effective medical terminology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments regarding evaluation:

Student Signature: ________________________________

Supervisor Signature: ________________________________

Date: _______________________________________________