

Therapeutic Recreation Internship Manual, Winter 2027

January 4th – April 21st



**University of
Lethbridge**

Faculty of Health Sciences

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FACULTY OF HEALTH SCIENCES – THERAPEUTIC RECREATION**Congratulations from Dr. Devan McNeill, Program Coordinator of the Therapeutic Recreation program in the Faculty of Health Sciences – University of Lethbridge**

Congratulations on reaching the final stage of your journey in the Therapeutic Recreation Program at the University of Lethbridge. This milestone represents not only the culmination of your academic preparation but also the beginning of an exciting and transformative professional experience. Your internship will offer rich, meaningful learning opportunities that will help bridge theory and practice while shaping your identity as a Therapeutic Recreation professional.

This internship experience was thoughtfully developed in close collaboration with employers, supervisors, and practicing professionals in the field. Through this partnership, you will have the opportunity to learn alongside experienced supervisors, allied health professionals, and care staff who are deeply committed to excellence in practice and mentorship. We are confident this collaborative model will provide you with a high-quality, supportive learning environment that encourages reflection, professional growth, and lifelong learning.

On behalf of all faculty and staff in the Faculty of Health Sciences, I extend my sincere congratulations and best wishes as you embark on this important next step. We are proud of your accomplishments and look forward to seeing the impact you will make through your internship and beyond.

Best regards,

A handwritten signature in black ink, appearing to read 'D McNeill', written in a cursive style.

*Devan McNeill, PhD, CTRS, FDRT
Program Coordinator, Therapeutic Recreation
Faculty of Health Sciences, University of Lethbridge*

OVERALL THERAPEUTIC RECREATION PROGRAM DESCRIPTION

Our Bachelor of Therapeutic Recreation is the first of its kind in Alberta and one of only nine degree programs leading to therapeutic recreation certification in Canada. The program is accredited through the Committee on Accreditation of Recreational Therapy Education (CARTE) and meets the requirements of the National Council for Therapeutic Recreation Certification (NCTRC). This ensures that graduates from this program are eligible to become Certified Therapeutic Recreation Specialists (CTRS).

- NCTRC: The non-profit organization, which was established in 1981, is the one and only internationally recognized credentialing organization for the profession of therapeutic recreation (NCTRC, 2018). It is dedicated to professional excellence by ensuring that recreation therapists meet their stringent requirements and maintain continual growth in the profession. Only these qualified individuals may gain and maintain the Certified Therapeutic Recreation Specialist (CTRS) credential.
- CARTE: An approved accreditation program under the Commission on Accreditation of Allied Health Education Program (CAAHEP) and whose overall mission is to promote the highest levels of professional competence of recreation therapists.

Summary of what students learn prior to their internship:

- Practical Application of Therapeutic Recreation Theories and Models: History, development, and benefits of the profession, as well as the different models of service.
- Advanced Program planning in Therapeutic Recreation: Development, application, and evaluation of therapeutic recreation programming.
- Inclusive Recreation and Leisure - A Canadian Perspective: Examination of the characteristics, evolution, and functions of leisure in Canada. Review of relationships between leisure inclusion and identity.
- Advanced Skills in Assessment and Documentation in Therapeutic Recreation: Advanced skill development in assessment, care planning, outcome measures and documentation skills in therapeutic recreation.
- Therapeutic Recreation for Diverse Populations: Examination of the characteristics and needs of individuals with various abilities as they relate to Therapeutic Recreation domains of service delivery.
- Communication and Counselling Techniques: Knowledge and skills required to utilize effective communication and helping behaviours designed to facilitate change in the leisure behaviour of individuals with diverse needs.
- Issues and trends in Therapeutic Recreation: Contemporary issues within the profession.
- Research Literacy in Therapeutic Recreation: Understanding of research methodologies relevant to therapeutic recreation, with a specific emphasis on research literacy to enable evidence-based practice.
- Administration in Therapeutic Recreation: Essential management and leadership skills in therapeutic recreation within a variety of healthcare settings are examined, with a specific focus on the impact of organizational culture on client care.
- Modalities, Interventions and Facilitation Techniques in Therapeutic Recreation: Skill in a variety of modalities and facilitation techniques used by therapeutic recreation professionals in their implementation of evidence-based therapeutic interventions.

Support Courses

- Human Anatomy and Physiology: A study of the human body from investigation of anatomical systems to physiological functioning and biomechanical processes of movement.
- Abnormal Psychology: Examination of behaviour disorders, theories of causation, descriptions of the disorders, and strategies of various therapies throughout the lifespan.
- Human Development Across the Lifespan: Examination of human growth and psychological development across the lifespan. Overview of the interplay of biological, sociological and psychological forces in human development.

Elective Courses

- Students also have two (2) electives, which they may choose from several different faculties and interests. Contact academic advising to confirm the appropriateness of your selected elective.

SUGGESTED INTERNSHIP TIMELINE

As the student takes over their supervisor's caseload of clients, student supervision and guidance are still necessary. Each site may navigate the timeline sequence relevant to the specific internship, this is only a guide:

	Tasks	Completed Date
WEEK 1 – 2	Orientation to Facility / Department <ul style="list-style-type: none"> • Services delivered • Communication • Professionalism • Writing goals & objectives • Time management • Risk Management • Infection Control 	
	Review Policies and Procedures Manual, as well as important legislative acts (e.g., FOIP, Mental Health Act, etc.)	
	Discuss & review student's goals	
	Discuss the evaluation forms	
	Complete the following forms: <ul style="list-style-type: none"> • Confidentiality Agreement and Crisis Support Plan, and Internship Agreement Form • SMART Goals 	Due: After 2 days Due: End of week 2
	Introduction to Other Disciplines / co-workers	
	Review University Assignments / Tasks	
	Brainstorm Service Project Ideas	
	Observe an intervention (group or 1:1)	
	Observe an Assessment	
WEEK 3 – 4	Define Project & Outline service project	Due: End of Week 3 (5%)
	Complete Initial Assessment	
	Caseload Minimum of 1 person/client/patient	
	Co-facilitate an intervention	
	Begin the Self-Reflection Moodle forum OR join the Zoom Talking Circle with academic instructor.	Due: End of Weeks 3-12 (20%)
WEEK 5 – 6	Continue work on Service Project	
	Midterm Evaluation given to Agency Supervisor to review prior to completion	
	Complete Progress Notes	
	Complete Discharge Summary	
	Target: 25% of supervisor's caseload	
	Facilitate an intervention on your own	
Complete minimum 3 Assessments		
WEEK 7, 8, 9	Target: 50% of supervisor's caseload	
	Continue to complete more Assessments	
	Complete evaluations on activities/interventions/programs	
	Midterm Evaluation	Due: End of Week 8 (10%)
	Update Service Project	Due: End of Week 7 (5%)
WEEK 10,11,12	Continue to contribute to the online Self-Reflection discussions	
	Target: 75% of supervisor's caseload	
	Continue to complete more Assessments	
	Continue to complete evaluations on activities/interventions/programs	
	Complete the final Self-Reflection OR Zoom Talking Circle	Last one End of Week 12
	Service Project Presentation to Departmental Staff and Site Supervisor (option to invite BTR instructors)	

WEEK 13 – 14	Final Evaluation given to Agency Supervisor to look over and set a date for a review	
	Feedback Survey	Due: End of week 13 (5%)
	SMART Goal Evaluation	Due: End of week 14 (5%)
	Target: 100% of supervisor's caseload	
WEEK 15	Service Project Final <ul style="list-style-type: none"> • Presentation Assessment • Evaluation Form 	Due: End of Week 15 (20%)
	Student Self-Evaluation Form	Due: End of Week 15
	Documentation of Internship Form	Due: End of Week 15
	Final Evaluation	Due: End of Week 15 (30%)
	Exit Interview: End professional relationships with clients and maintain professional relationships with staff members. Provide feedback to site supervisor on your learning experience. Thank the site team and stay in contact with your site supervisor.	

PURPOSE, STRUCTURE, AND EXPECTATIONS

Purpose – By the end of the placement, students will be able to develop and demonstrate classroom skills (program planning, ethics, professional behaviour) in a practical work environment. The students will develop clinical practice skills and abilities under the guidance of a Certified Therapeutic Recreation Specialist (CTRS). During the internship the students will be assessed on competencies related to Therapeutic Recreation (TR). This experience will lead to further understanding of critical issues related to practice and understanding of how TR fits into health and human services. By the end of the placement, students should transition to as close as possible to 100% of the supervisors work/caseload. This course will meet all NCTRC requirements for a successful internship experience, leading to potential CTRS designation.

Structure – Under the supervision of a CTRS, the internship will be completed over 15 weeks and a minimum of 560 full-time hours. The internship may be in an area of practice that serves students' needs and can be established through partnership with the Therapeutic Recreation program and the Faculty of Health Sciences. The practicum will run from **Monday, January 4th, 2027, to Wednesday, April 21st, 2027.**

Expectations – The student is expected to work full time hours throughout their internship to accumulate a minimum of 560 hours over 15 weeks. Also, some agencies may require additional hours (for example, Nova Scotia Health Authority requires students commit to 600 hours). The internship supervisor must be employed with a regular position at the sponsoring agency and work a minimum of 30 hours per week (some exceptions may apply). At least 50% of the supervisor's duties must be in therapeutic recreation (some exceptions may apply). The internship must be supervised by an academic instructor and a site supervisor, both of whom need to be a CTRS. The internship site supervisor must be certified prior to supervising students. The internship experience must be based on the therapeutic recreation process as defined by the current [NCTRC Job Analysis](#).

DEFINITIONS OF TERMS

Internship Coordinator– Networks and connects with potential supervisors and agencies to build capacity for internships, provides guidance on ensuring alignment with NCTRC, provides guidance to students seeking placement. Primary role is to coordinate and advise student internships. (katelyn.scott@uleth.ca)

Internship Specialist –Supports students with pre-internship documentation requirements and internship applications. Works closely with Internship coordinator and agencies. (marina.christman@uleth.ca)

Academic Instructor – a CTRS employed by the University of Lethbridge to monitor, advise, and evaluate the student in an internship for academic credit.

Site Supervisor – a CTRS who has been working in the field of Therapeutic Recreation. This person will direct, supervise, and evaluate the student in the completion of an internship in an agency to satisfy academic requirements and NCTRC Standards.

Internship – an experiential process of translating knowledge into clinical skills and abilities in a safe, structured, and supervised setting. The internship must be completed at one agency (some exceptions may apply) for 15 consecutive weeks for a total of 560 hours. Completion of the internship results in 15.0 credit academic hours.

Student – is enrolled at the University of Lethbridge, pursuing a Bachelor of Therapeutic Recreation. The student is expected to be an active participant in the learning and supervisory process. The student is expected to be professional and be knowledgeable of the [Alberta Therapeutic Recreation Association](#) and the [Canadian Therapeutic Recreation Associations Code of Ethics](#) and [Standards of Practice](#).



THE UNIVERSITY OF LETHBRIDGE – FACULTY OF HEALTH SCIENCES
TREC 4550 – Internship in Therapeutic Recreation
Course Syllabus – Winter 2027

Ok! Welcome to TREC 4500! This internship course takes place across many regions of what is now known as North America, on the traditional, ancestral, and unceded territories of First Nations, Inuit, and Métis Peoples. As a result, there is no single land acknowledgement that can fully reflect the lands on which your learning and practice occur. As recreation therapists and students, it is our responsibility to learn about the land and local Indigenous communities where we live and work. Commit to approaching your internship experiences with respect, humility, and a willingness to learn, recognizing the importance of land, community, and cultural context in therapeutic practice.

TREC 4550X

INSTRUCTOR: Katelyn Scott, MSc, CTRS (she/her) (CTRS #82205)
OFFICE: M3045, Markin Hall, U of L Campus
PHONE: 403-329-2724
E-MAIL: katelyn.scott@uleth.ca

TREC 4550XA

INSTRUCTOR: Zac Crouse, M.Ed., CTRS (he/him) (CTRS #48794)
OFFICE: LaHave, Nova Scotia
PHONE: 902-220-0313
E-MAIL: zac.Crouse@uleth.ca

COURSE DESCRIPTION:

Develop and practice skills under the direct supervision of a Certified Therapeutic Recreation Specialist. The student's internship schedule is organized according to the assigned schedule of the internship supervisor.

COURSE FORMAT: On-site and in person internship, off campus, 15 weeks (560 hours)

PREREQUISITES: TREC 3000, TREC 3100, TREC 3200, TREC 3300, TREC 3500, TREC 3700, TREC 4000, TREC 4100, TREC 4200, TREC 4300, plus all support and elective courses.

REQUIRED TEXT: TREC 4550 Internship Manual. Lethbridge, AB: University of Lethbridge.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY IN THE BTR PROGRAM:

We recognize that AI tools can be valuable resources when used thoughtfully and appropriately in academic and clinical settings. However, AI-generated content may contain biases, inaccuracies, or outdated information, and you are responsible for verifying the accuracy of any AI material before incorporating it into your work. **Be mindful of data privacy—many AI platforms store and may use your input, so avoid sharing confidential client information**, copyrighted materials, or original work. All students must first obtain permission from your recreation therapist site supervisor before using AI-tools (e.g., ChatGPT) on any task during their internship, including the special service project. All AI-generated or AI-assisted content must be clearly identified and properly cited using APA style for AI sources (see citation below). **Failure to acknowledge AI use constitutes academic misconduct.** Students have the right to expect that principles of natural justice and procedural fairness, subject to University Policies, will be followed in addressing allegations of Offences and appeals under this Policy. If you or your site supervisor has any questions about AI usage, citation, or academic integrity related to your special service project, please contact your academic instructor for clarification.

REQUIREMENTS:

Students are required to submit all required documentation to the Internship Specialist (Marina Christman) prior to placement start. We highly advise students to start on these items right away, as they can take quite a while to complete. Please also keep in mind that agencies might have their own documentation requirements in addition to the University of Lethbridge. Students need to submit the following:

1. Faculty of Health Sciences Consent Form
2. HSPnet Consent form (for sites that require this for application purposes)
3. Immunization Records
4. Immunization History Form
5. Original Police Information Check (including vulnerable sector search) – scan in your check then submit an original via mail – reduced cost form available on the website
6. Moodle Module “UofL Safet’s Practicum Student Orientation” found here: <https://moodle.uleth.ca/user/index.php?id=4229> – submit certificate upon course completion
7. DocuSign Forms – required 1 week prior to placement start include the following forms:
 - a. UofL Informed Consent Risk and Indemnity Agreement
 - b. UofL Hazard Assessment
8. Any additional forms or documentation as required and requested

COURSE OBJECTIVES

By the end of the placement, students will be able to develop and demonstrate classroom skills in a practical in person work environment. They will also meet the following competencies:

1. Skill in the use of behavioral observations.
2. Skill in the use of functional performance testing.
3. Skill in gathering and use of relevant information from records, charts, family, significant others, and other professionals.
4. Skill in establishing an effective therapeutic/helping relationship.
5. Skill in applying individual and group leadership/helping techniques.
6. Skill in assisting the patient/client to process the treatment intervention, thereby enhancing self-awareness and formulating conclusions relevant to treatment goals and objectives.
7. Skill in facilitating a variety of evidence-based treatment interventions or modalities, such as games, exercise, community reintegration, etc., to reach treatment outcomes.
8. Skill in applying ethical and conduct standards to practice.
9. Skill in practicing safety, emergency, infection control and risk management procedures.
10. Skill in scheduling, time management, and prioritization of tasks and decisions.
11. Skill in managing productivity and labor resources.
12. Skill in assisting the patient/client in processing and applying knowledge and skills learned to meet individual needs.
13. Knowledge of word root, prefixes, and suffixes used in medical and psychiatric vocabulary.
14. Skill in use of standard charting signs, symbols and abbreviations.
15. The Recreational Therapy curriculum must include provision for clinical experiences, including clinical education/practicum and clinical internship/field placement, under the direct supervision of a qualified clinical supervisor (CTRS) in an appropriate setting.
16. Clinical education experiences must provide students with opportunities to practice and integrate the cognitive learning and associated psychomotor skills required of the profession, in accordance with professional standards of practice, to develop entry-level clinical proficiency and professional behavior as a Recreational Therapist as defined by professional guidelines for competencies necessary for safe and effective recreation therapy practice.
17. The clinical internship or field placement experience must meet the requirements of the international credentialing organization and laws and regulations for certification, registration or licensure. Competencies for practice as a recreation therapist must be a focus of development during the clinical internship or field placement experience.

COURSE ASSIGNMENTS AND EVALUATION

Assignments are to be completed primarily at home on your own time. Some exceptions may occur due to confidentiality or access to information while on site, but any exceptions are based on relevance and require discussion between the site supervisor. **Students can expect to spend approximately 3-5 hours per week working on assignments** (example: forum posts, service project) **outside of their internship hours.**

The following is a breakdown of how the internship will be evaluated. Please remember that the Internship in Therapeutic Recreation is a Pass/Fail in which students must obtain a GPA equal to or higher than 2.5.

Assignment	Value	Dates to be completed
SMART Goals: Develop five (5) SMART goals that are relevant to your placement and the population. Needs approval from Site Supervisor and Academic Instructor.	5% of final mark	Goals due End of Week 2, Evaluation due End of Week 14
Service Project: This project is to be decided upon in collaboration with the student's site supervisor. The project should make a significant contribution to the department and will include a presentation to department, TR team, and staff. Needs approval from Site Supervisor and Academic Instructor.	30% of final mark	Draft due End of Week 3 (5%), Update due End of Week 7 (5%), Final due End of Week 15 (20%)
Weekly Online Self-Reflection: Students are required to complete a weekly self-reflection that documents what they completed/learned, what competencies were covered, and how they felt about their experience. Submit to Moodle forum OR attend the Weekly Talking Circle (Zoom).	20% of final mark	10 weekly entries Two entries per week (1 original post and one peer response) due at the end of Weeks 3-12 worth 2% per week.
Midterm and Final Evaluation: This mark will be divided between the midterm and final evaluation completed by the site supervisor. The student is also expected to fill out a copy of the evaluations for further discussion/reflection. The student should schedule a meeting with the site supervisor to go over grades and comments. During the midterm evaluation, the academic instructor will initiate a meeting with the site supervisor and student to discuss progress. The academic instructor will not request a meeting for the final evaluation, unless requested by the site supervisor or student.	40% of final mark	Midterm (Week 8, 10%) Final (Week 15, 30%)
Feedback Survey: Students will complete a short evaluation of their internship experience using the Qualtrics survey found on Moodle.	5% of final mark	Survey due End of Week 13

Service Project (Value 30%)

Due at the end of Week 3, 7, 15

During the internship, students will take responsibility for a **major** project from inception to evaluation. The project must be useful to the agency and it must provide the student with a new learning experience. Students may work with other staff and their site supervisor in all phases of the project but must be the person primarily responsible for the implementation and evaluation of the service project. Some aspects of the service project can be done on site (based on relevance and discussion with site supervisor), however students can expect to

spend time outside their internship hours working on this project (anywhere from approximately 2-3 hours a week).

Although the planning and implementation of a special event or community outing is an acceptable task for an internship student, it is not considered to be an acceptable service project idea. The service project needs to connect with a minimum of three sub-tasks of the Job Task Domains (Table 4) according to [2021 CTRS Job Analysis Report](#) (NCTRC, 2021). All service projects must connect to relevant research. A review of relevant research must be incorporated to help guide your project.

Some ideas for a service project include:

- a Comprehensive Program Plan,
- multiple Specific Program Plans/Protocols,
- an in-depth Case Study of a client/patient,
- a Special Grant for the agency,
- Adoption of a new service delivery model,
- Research Project,
- Volunteer Manual and orientation training,
- Community Recourse Manual and SPP,
- Best Practice Article review and proposal for conference/symposium, etc.

The Service Project is broken down into different sections to keep you on track:

1. OUTLINE [5%] - Due End of Week 3

An outline must be SIGNED by your site supervisor and submitted for approval by the academic instructor by the end of week 3. Your Outline must address the following. Please be clear and concise. **Do not write in essay format.** Please use short sentences and bullet point answers:

- Provide a brief DESCRIPTION of your service project. (1 mark)
- Provide a detailed PLAN of how you will reach your goal including a SCHEDULE with dates. (1 mark).
- List any BENEFITS the agency will receive from your special project (1 mark).
- Describe how you will EVALUATE the effect or success of your special project (1 mark)
- List and explain the LINK between your service project and at least three (3) sub-tasks of the [NCTRC Job Task Domains](#) (1 mark).

2. UPDATE [5%] - Due End of Week 7

A brief report that describes the progress of your service project. The update must be SIGNED by your site supervisor. Your Update must address the following. Please be clear and concise. **Do not write in essay format.** Please use short sentences and bullet point answers:

- Detail your progress toward your goal(s); work that has been done so far, reflections, and upcoming presentation ideas (2 marks).
- Describe any adaptations or modifications to your schedule, methods of measurement or evaluation (1 mark).
- Discuss any challenges you have encountered so far. If you do not feel you have experienced any challenges, indicate what you will do to increase the level of challenge for your project (2 marks).

3. FINAL draft [20%] – Due End of Week 15

- For the final draft, please submit any written materials and presentation slides.
- Your presentation should be 20-30 minutes for the TR department, staff, and any other member of the agency that has interest in attending.

- Included in the evaluation of your service project is the **Presentation Assessment** (see page 34) for your site supervisor to complete during your presentation and the **special service project evaluation form** (see page 35) to be completed after your presentation.
- If the service project presentation is completed virtually (e.g., Zoom), students are welcome to and encouraged to invite the Internship Coordinator, Internship Specialist, and Academic Instructor. Our attendance is not guaranteed, but we will join if the schedule aligns. This is our opportunity to celebrate your hard work and contributions to your agency.

SMART Goals (Value 5%)

Due at the end of Week 2 and Week 14

Fill out the attached **SMART Goals document** (page 30), sign it, have your site supervisor sign it, and submit it to the academic instructor by the end of Week 2. SMART stands for Specific, Measurable, Action-oriented, Realistic, and Time-based. Remember you are to create 5 **professional goals** that are related to your work, duties, and role as a recreation therapy intern (review the NCTRC Job Task Analysis for ideas). At the end of Week 14, complete the **SMART goal evaluation form** (see pages 31-32) with your site supervisor.

Weekly Online Self-Reflection (Value 20%)

Due at the end of Week 3-12

At the end of Week's 3-12 (Sunday's, 11:59pm, MST) you will be required to respond to Moodle question by the academic instructor. Each week students are required to make at least 1 original post and 1 peer response regarding the weekly topic. Additionally, students are expected to answer any question or discussion that arise from peers or the academic instructor. Attached is a **guide to self-reflection** (see page 33) that would be useful for structuring your submissions. Each week your submissions will be evaluated and given a mark of 0-2%.

Alternatively, an online Weekly Talking Circle will be led by your academic instructor via Zoom, offering an alternative format to complete the Weekly Online Self-Reflection. Dates for the Zoom differ for each academic instructor. The Talking Circle is a confidential space to connect with your classmates and instructor to reflect, listen, and ask questions. If you attend the Weekly Talking Circle, you will be exempt from submitting a post to that week's online Moodle forum.

Mid-Term and Final Evaluation (Value 40%)

Due at the end of Week 8 & 15

To assist in ensuring that by the end of the internship, the student is competent in NCTRC's various job tasks, formal evaluations are to occur midway through the internship (Midterm Evaluation - week 8) and again at the end (Final Evaluation and Grade Sheet - week 15). These evaluations are to be thoroughly discussed with the student and shared with the academic instructor. By conducting formal evaluations, the student, site supervisor, and academic instructor will be made aware of student strengths, and areas requiring more support and guidance.

Please note that as important as the formal evaluations are, it is also essential that ongoing informal evaluations/feedback are discussed with the student for continual growth and understanding on a day to day basis. Grading for the mid-term evaluation is as follows:

- Above 80% means you are progressing exceptionally well.
- 70-80% means you are progressing well and that your skills are on track.
- Below 70% means you may need to put extra effort into ensuring you are developing the necessary skills.

Please see the attached **Mid-Term and Final Evaluation** (pages 38-41) to be filled out by the site supervisor and reviewed with the student afterwards. **Students are also expected to fill out a copy of these evaluations and submit these to their site supervisor prior to receiving their site supervisor's evaluation of their progress.** The intent of having students also fill out a copy of the evaluations is to enable critical thinking and further discussion with their site supervisor. Only the mid-term evaluation completed by your site supervisor is to be submitted to your academic instructor during week 8 and the final evaluation is to be submitted during week 15. The evaluations completed by the student **do not** need to be submitted to the academic instructor, only the evaluations completed by the site supervisor need to be submitted.

The academic instructor will initiate a meeting with the site supervisor to discuss the Mid-Term Evaluation and the students progress thus far. Students are also encouraged to attend and take part in this meeting. These either occur virtually (e.g., Teams, Zoom or phone) or through a site visit, if geographically possible. This is meant as an opportunity to discuss concerns, evaluate the internship progress, and ensure that the student is on track. **No meeting is required to complete the Final Evaluation.** The **Final Evaluation Grade Sheet** (page 42) will only be completed during the Final Evaluation.

Feedback Survey (Value 5%)

Due at the end of Week 13

Complete a short evaluation of your internship experience using the survey found on Moodle. The survey results are only reviewed by the U of L team (internship coordinator, academic instructor, internship specialist). Results are not shared with your internship agency or site supervisor.

Students are expected to complete an Exit Interview with their site supervisor to provide feedback on their learning experience and maintain the professional relationship. The intent is to encourage mutual growth by sharing constructive feedback to enhance the learning experience for future students completing their internship with the site/supervisor, while simultaneously enabling the student to practice the skill of providing professional, honest, and respectful feedback. You are recommended to share 1 area of potential growth and 1 area of strength directly with the site supervisor(s).

STUDENT RESPONSIBILITIES:

- Students are responsible to review the University of Lethbridge Therapeutic Recreation (TR) program Handbook found on the TR website <https://www.uleth.ca/healthsciences/tr>
- Students are responsible for the timely completion of all materials indicated in this course syllabus.
- Students must follow the academic regulations and policies laid out in The University of Lethbridge calendar. Students are responsible, in particular, for all sections in 4.c dealing with the Student Discipline Policy – Academic Offences ([2026/2027 Academic Calendar](#)) and the [Student Code of Conduct](#).
- Please follow the specific agency policy guidelines for cell phone use.

LATE POLICY:

Late submission of assignments is strongly discouraged. The final mark on any assignment which is submitted late will be reduced by 15% for greater than 15 minutes past the due date and time and 10% for every 24 hours past thereafter. For example, if the mark earned is 85%, and the assignment is submitted 40 hours after the due date, the final mark on the late assignment will be 60%. Any assignment submitted greater than 96 hours will receive a zero grade for that assignment. Emergencies can occur during the term; when this is the case, the implementation of the late policy will be at the discretion of the instructor. Students are encouraged to reach out to the instructor in a timely manner for further information and instruction.

SICK TIME POLICY:

The internship experience should be continuous, uninterrupted and in person. In the case where serious illness or personal emergency causes absence or the inability to attend your placement, this needs to be communicated with your site supervisor and academic instructor. Additionally, students are expected to follow any policies the agency has regarding student illness/sickness. Any missed hours need to be made up.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. The University's Copyright [website](#) is a source of current information including:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

Contact the University Copyright Advisor (copyright@uleth.ca) for assistance with copyright questions or issues.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

We are committed to creating a welcoming and accessible environment for all students. If you have a permanent disability, or prolonged condition, requiring academic accommodation, there are supports available to help you succeed during internship placement. Please contact the Accessible Learning Centre (ALC) ALC@uleth.ca to determine eligibility, need and appropriate accommodations. If you have already registered with ALC, you must activate your accommodations each semester. Early contact with ALC is strongly recommended as volume and complexity may impact the time required to put accommodations in place. Academic accommodations, for permanent or temporary disabilities, provided in this course will be based on registration with and accommodation letters from ALC. We recommend students connect with their instructor, after activating accommodations, to discuss implementation.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002 (updated June, 2018). This course is a Pass/Fail.

A+, A, or A- is earned by work which is technically superior and shows mastery of the subject matter with considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize, and evidence of extensive knowledge base. Grades in this range are normally achieved by a minority of students. An A+ represents original insight and/or goes beyond course expectations.

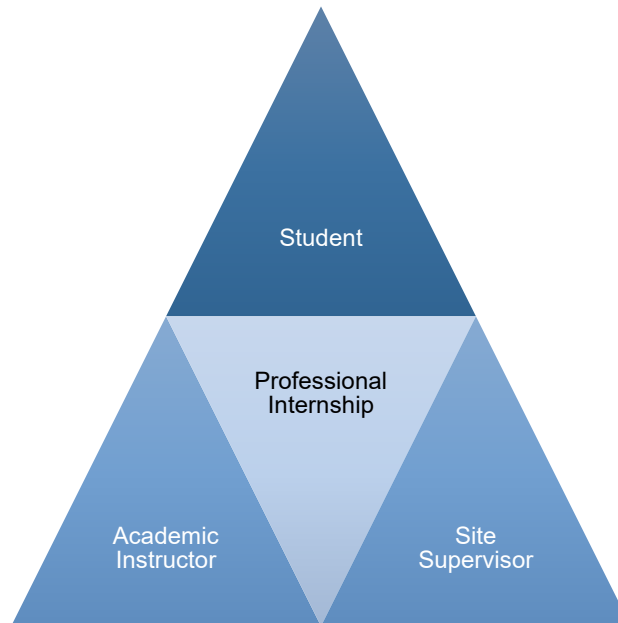
B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. Grades in this range are normally achieved by the largest number of students. A B+ represents a more complex understanding and/or application of the course material.

C+, C, or C- is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material; it also indicates the student has met the basic requirements for completion (i.e., all components of an assignment are completed satisfactorily).

D+ or D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.00	95 – 100	C+	2.30	71 – 74.99
A	4.00	91 – 94.99	C	2.00	67 – 70.99
A-	3.70	87 – 90.99	C-	1.70	63 – 66.99
B+	3.30	83 – 86.99	D+	1.30	59 – 62.99
B	3.00	79 – 82.99	D	1.00	55 – 58.99
B-	2.70	75 – 78.99	F	0.00	0 – 54.99

INTERNSHIP RESPONSIBILITIES



Who's all involved in the internship experience?

The student's internship is supported by an interdependent relationship among the student, the academic instructor, and the internship site supervisor. Transparent open communication needs to take place between all involved. This is especially relevant if there are major changes taking place regarding the internship, uncertainties or questions about the internship process, or issues that are arising. By having open communication between student, site supervisor, and academic instructor, additional insight/perspective can be provided, potentially negative situations can be mitigated before progressing further, and additional support/guidance with the internship process can be provided. In addition, each party has defined responsibilities (see below), which work together to help ensure a successful internship experience.

STUDENT RESPONSIBILITIES

Before the Internship (12 – 1 months prior)

- Confirm readiness to begin your internship. Ensure you have fulfilled the necessary TREC courses and electives to enable the internship start (i.e., confirm your course sequencing with [Academic Advising](#))
- Reflect on what population, setting, agency, and geographic area you wish to complete the internship. Work with the academic instructor and other resources to locate possible internship sites. Complete the Pre-Internship Placement Survey (<https://www.ulethbridge.ca/healthsciences/practicum-therapeutic-recreation>)
- Review and familiarize yourself with NCTRC Standards and the Student Internship Guide (nctrc.org).
- Prepare a current and up-to-date resume and cover letter with a list of references. Reach out to the [Career Bridge](#) for support and feedback.
- Thoroughly review the University of Lethbridge's Internship Manual.

- Start looking for CTRS supervisors in your preferred location and who works with your preferred population.
- Complete an application for an internship at a specific agency. Prepare for your interview.
 - The agency will contact you for an interview.
 - Once interviewed you will be contacted by the agency if you are a successful candidate.
 - It is highly recommended that you provide the agency a response regarding your acceptance no later than 1 week after being contacted by them. Although you may have more than one potential option, it is important to be decisive and timely as this reflects on your professionalism and allows the agency time to plan accordingly.
- Confirm internship experience by completing the Internship Agreement (see pages 28-29).
- Complete required documentation (<https://www.ulethbridge.ca/healthsciences/practicum-therapeutic-recreation>), U of L consent form (see page 26), U of L consent for collecting and disclosing student information form (page 43), and review any agency specific prerequisites for internships.
- Inquire about the agency's dress code by contacting the site supervisor in advance and be sure to inquire about the working schedule and any other questions you may have.
- Calculate projected internship hours based on your specific site schedule.
- Prepare a personal budget to make certain you have the finances to support participation in the internship for 15 weeks.
- Ensure you have adequate accommodations set up for you during your internship.

During the Internship

- Each student is recommended to obtain a copy of the site supervisor's active CTRS credential on the 1st day of the placement (NCTRC, 2019).
- Conform to policies, procedures and expectations of the internship agency. If there is a policy or procedure you have a particular concern about, speak to your site supervisor and your academic supervisor. Complete the Confidentiality Agreement and Crisis Support Plan (see page 27).
- Adhere to CTRA and ATRA code of ethics.
- Attend placement as scheduled and inform the site supervisor and academic instructor in advance of any anticipated absence. Remember missed days could result in missed hours that have to be made up. In some instances, missing hours (and not being able to make them up within the term) can result in the student being required to repeat the internship. If ever unsure, contact your academic instructor to discuss your situation if you are having to miss hours/unable to attend your placement.
- Create a relationship with your site supervisor as soon as your internship begins. Establish and maintain good communication with them. Let them know how you would like to receive feedback and assure them that you appreciate it. Discuss concerns with staff quickly when problems arise.
- Record time spent at the agency daily and ensure that the time log is regularly reviewed by the site supervisor on a weekly basis (page 36).
- Present yourself as a professional at all times in dress, work quality, and attitude.
- Demonstrate interest in clients/patients, their families, staff, program ideas and school events and procedures.
- Ask questions at an appropriate time and in an appropriate place. Try to organize a consistent time and place to discuss the days/weeks events with your site supervisor.
- Complete all assignments, weekly log sheets, journal entries, and documents/assignments as required by the Therapeutic Recreation program.
- Discuss activity plans with the site supervisor both prior to and following the activity.

- Initiate the evaluation process by giving your site supervisor the evaluation and asking when would be a good time to sit down and review it together.
- Complete the internship experience feedback survey
- Near the end of the placement, remind the site supervisor of when your last day is scheduled.
- Thank your site supervisor and all staff that you have worked with.
- Keep in touch with your site supervisor following the internship in a friendly and professional manner.

SITE SUPERVISOR RESPONSIBILITIES

Before the Internship

- Reflect on the process of taking a student. Make sure you have the time and ability to provide competent and ethical clinical supervision and mentoring of the student.
- Enter into an affiliation agreement with the academic institute if one does not exist.
- Discuss student selection criteria, agency expectations, policies and procedures, internship termination procedures, and goals prior to reviewing student's applications.
- Review resumes and cover letters of students applying for internship under your supervision and guidance.
- Prepare to interview student(s) for the internship opportunity at your agency.
- Complete the supervisor orientation course
- Start to develop a structured, sequential learning experience (see example timeline on pages 5-6)

During the Internship

- Show the student around the agency, introduce her/him to the patients/clients and other staff and discuss your program philosophy, schedules, policies and procedures, as well as the expectations you have for the student.
- Prepare the students to have agency specific identification badges and keys if applicable.
- Model professional standards of TR scope of practice in accordance with your provincial association and/or CTRA.
- Discuss your approaches with clients/patients and provide opportunities for the student to try out approaches with you close by.
- Review the Internship Manual thoroughly. Ask questions to students or academic instructor if needed.
- Review learning objectives and make sure objectives are met.
- Show an interest in the student's experiences and questions. Provide regular, honest feedback; this is essential in the learning process.
- Take time to preview student's activity plans prior to implementation and provide feedback.
- Assist the student in networking within the agency and in the community if applicable.
- Take part in the evaluation process by completing the evaluation forms and discussing the results with the student. Regular communication will eliminate any surprises at evaluation time.
- Support the student's learning by recognizing that learning comes in all forms and there is often more learning from mistakes than successes. Allow her/him to try out new ideas, within reason, and encourage problem solving.
- Consult with the academic instructor regarding the student's performance.

- Complete all paperwork in a timely manner and submit all forms to the academic instructor.
- After the internship, recover agency property (keys, ID, etc.), provide letter of reference if requested by student, and maintain file of student in order to claim CEU credit for supervision.

Important note regarding students working with clients not part of supervisors designated caseload of clients, but still within the same internship agency:

- The student is to work closely with their supervisor and be provided supervision/guidance in working with their designated caseload of clients throughout the internship. If their site supervisor feels that there is a potential benefit for the student in working with clients (providing direct client care) who are not part of the supervisors' direct client caseload, then this needs to be discussed with the student and the academic instructor. This may be relevant later on in the 4-month internship (not early in the internship / not prior to the mid-term evaluation). Basic guidelines regarding what needs to take place for this to occur include:
 - The students' academic instructor is aware of the plan and consents to the plan
 - The student is familiar with the location, risk factors, emergency plan and has the knowledge and skills to manage an unexpected situation
 - The student is aware of and trained properly to any departmental working alone standards and has completed hazard identification, assessment & control (HIAC) process
 - The student is able to reach their site supervisor at any time if needed.
 - The risk assessment by the site supervisor determines the situation as low risk patient, low complexity offsite intervention and high student skill/confidence
- Students can observe/shadow other disciplines and other recreation team members within the agency. Since they are not providing direct client care, this is welcomed to take place early on in the internship and does not need to be discussed with the academic instructor unless there are concerns or questions regarding this.

ACADEMIC INSTRUCTOR RESPONSIBILITIES

- Prepare students for the internship experience by arranging and organizing resources, information, and guidelines for the experience.
- Assign academic work to be carried out in the internship that will support the student's development.
- Conduct a fieldwork site visit (or a thorough phone discussion if a site visit is geographically impossible): This is meant as an opportunity to discuss concerns, observe and evaluate the internship progress, and ensure that the student is on track.
- Internship termination: This is a last resort as there are several early intervention strategies to help prevent this. If there is difficulty with a students performance, the academic instructor will conduct the following:
 - Document noted concerns/difficulties
 - Communicate the concerns to the student (and collaborate possible strategies and goals for improvement). Involve and communicate the concerns with the internship supervisor if necessary.
 - Set a time and date to re-assess the students progress
- Communicate to both the student and the site supervisor insights into how the student is performing.
- Be available to the site supervisor if student concerns arise.
- Collect evaluations, grade assignments, and maintain a record of student's internship.
- Submit a final internship (Pass/No Pass), which takes into consideration the site supervisors evaluation of the student, the academic instructors own assessment and student's completed work.

HELPFUL TIPS FOR STUDENTS

Making the most of your internship experience

Self-care and self-compassion

- Since burnout is common among all internship students, ALL students are highly encouraged to access free [Counselling Services](#), provided by the U of L.
- Be conscious of personal signs and symptoms of undue stress and burnout and know when and how to discuss this with others if you need to
- Develop coping strategies to relieve stress and maintain lifestyle balance (work, social, and home life)
- Take the time for self-reflection
- Practice self-compassion and mindfulness (Acceptance and Commitment Therapy techniques).
- Consider creating personal wellness goals during your internship to build resilience and prevent burnout. Be your own recreation therapist, practice what you preach, and take care of yourself.

Take the time for self-awareness:

- Reflect on ethical considerations, personal values, beliefs, and biases
- Define your strengths and areas to grow on
- Become aware of your own signs of personal stress and burnout and ways to overcome them

Take the time to really know and understand your agency/field site:

- Know the mission and vision of the organization
- Get to know the different programs, services, and resources of the site
- Understand your role within the field site
- Get to know the diverse community in which the site serves, such as the ancestral land

Feeling empowered

- Take the time to be critical about your personal perspectives and opinions
- Trust yourself and your instincts
- Take the time to create your own individual identity as an educated and trained professional
- Know your values

Other Tips:

- Accept learning as a lifelong process
- Continuously accept new challenges and experiences
- Accept both positive and constructive feedback as an opportunity for growth and gained perspective
- Tap into having a growth mindset – take the initiative to make the most of this learning opportunity.

Appendices

FREQUENTLY ASKED QUESTIONS

Q: When is a student eligible for the internship course?

A: An acceptable internship must be completed after all required therapeutic recreation, support, and elective coursework is completed.

Q: How long is the internship?

A: The internship experience will take place over a 15-week period, working full-time at the internship site. The total minimum number of required hours is 560.

Q: How do students select their internship sites?

A: With the assistance of the internship coordinator and internship specialist, students will select potential internship sites and may or may not be asked to make initial contact with the agency.

Q: Do students have to relocate for their Full Time 560 hour internship?

A: Since students completing this program are located in various communities across Canada, it's important that all students entering into this program recognize that they may have to relocate to a different community (such as to another province or city) to complete their internship. Thus, students entering into this program need to prepare themselves accordingly (financially, emotionally, mentally, etc.). The program has supports in place, such as an internship specialist and internship coordinator, to assist students in preparing for their internship, but the location of students and location of suitable internship supervisors/sites, means students need to be flexible to relocate, if necessary. We also encourage students to explore financial resources that may be available to offset the extra costs associated with having to relocate for the internship, such as bursaries or scholarships that might be available through the University of Lethbridge, Alberta Therapeutic Recreation Association (ATRA), etc.

Q: When may students look for internship sites?

A: Students are encouraged to begin researching possible internship sites once they have completed 10 courses or 30 credits.

Q: Who qualifies as a site supervisor?

A: According to NCTRC, an acceptable internship must have one (1) identified primary supervisor. The primary supervisor is responsible for working with the student on a consistent basis, coordinates all other secondary supervision and completes all evaluation materials and weekly reports pertaining to the internship experience. Individuals must have their CTRS credential prior to supervising a student. Go to www.NCTRC.org to place the supervisor in the verification portal and see if they are actively certified.

Q: Can students get paid for their internship?

A: Typically, the internship is unpaid. The agency is not required to arrange living quarters for students or defray student living expenses while they are engaged in the internship; however, there are some that may partially cover expenses or allow for a stipend to be given to the student. Students are also responsible for parking, transportation, insurance, and other costs associated with the role.

Q: How will students be evaluated and graded?

A: Students will receive a pass/fail upon completion of their internship experience. The grade will be based on the site supervisor's evaluation and satisfactory completion of assignments. Students are required to achieve a minimum final GPA greater than 2.5 in order to attain credit for TREC 4550.

Q: Can students complete an international internship?

A: Students must have a minimum cumulative GPA of 3.5 and submit a Letter of Intent written by the student about why they are interested in this experience, 3 Letters of References (supervisors, employers, faculty, etc.), and have an interview with the Internship Coordinator (and potentially other faculty). **Students looking to do an international placement must communicate this with the internship coordinator between 8-12 months in advance of their expected internship. Required documentation (letter of intent, reference letters, etc.) must be submitted to the internship coordinator no later than 7 months before the expected start of the internship.*

Q: Could the training required for my internship be counted as part of the 560-hour requirement?

A: Any training completed before the official start date of your internship does not count towards your required internship hours. However, in some cases, training completed after the start date may be counted, provided your site supervisor agrees. For example, Connect Care training may be included as part of your internship hours only if it occurs after the official start date of your internship. Any Connect Care training completed before the start date will not count towards your total internship hours.

Q: What if my internship ends early?

A: Should an internship placement be refused or ended for any reason by an agency, organization or student, the Faculty of Health Sciences does not guarantee an alternate placement, and the student may be required to withdraw from the program. Ensure you are communicating with your academic instructor and internship coordinator for support and guidance.

Code of Ethics – Alberta Therapeutic Recreation Association, (2021)

Respect

Recreation therapists shall demonstrate respect by exhibiting due regard for the feelings, wishes, rights, and traditions of others in each of their interactions with clients, colleagues, support systems, and all others in a professional manner. The core value of respect will be carried out by:

- 1.1 Acknowledging inherent Human Rights guaranteed by law and treating each client with dignity and respect.
- 1.2 Recognizing that the client has the right to accept or refuse any recommended therapeutic recreation service.
- 1.3 Being self-aware and committed to negate personal biases within service provision and relationships.
- 1.4 Collaborating with the client(s) and/or care partners in setting goals and priorities of service as much as reasonably possible.
- 1.5 Providing clients with the information they need to make decisions about the options available to them.

Integrity

Recreation therapists shall demonstrate integrity by having strong moral principles and engaging in honest, equitable, and fair interactions. The core value of integrity will be carried out by:

- 2.1 Establishing the trust and confidence of each client and others through professional conduct and appearance.
- 2.2 Informing and communicating fees and cost of services to clients and/or helping to source other options.
- 2.3 Accurately representing the role of a recreation therapist's professional qualifications, skills, and competencies.
- 2.4 Exercising independent professional judgement by being aware and not compromising integrity by being pressured or negatively influenced by others.
- 2.5 Serving as an advocate for therapeutic recreation by promoting the purpose, values, and ethics of the profession.

Competence

Recreation therapists shall achieve high standards of competence by:

- 3.1 Being knowledgeable of the Standards of Practice and the Competency Profile for Therapeutic Recreation.
- 3.2 Committing to continuous learning and self-improvement that is essential to professional development and increased effectiveness as a professional and competent service provider.

- 3.3 Delivering services only in areas of expertise and within scope of practice.
- 3.4 Refraining from providing services when impaired by a substance or illness.
- 3.5 Supporting colleagues and students in advancing their abilities through supervision and/or teaching.
- 3.6 Documenting recreation therapy service delivery to identify strengths, areas of growth, and the treatment plan.
- 3.7 Ensuring referrals and requests are made to the appropriate sources when treatment is beyond the competencies or scope of the recreation therapist.
- 3.8 Functioning as a cooperative and collaborative member of the treatment team for the delivery of effective health care.

Non-Maleficence

The duty to do no harm and protect others from harm. Recreation therapists shall demonstrate avoiding the causation of harm by:

- 4.1 Maintaining professional boundaries by avoiding any activity or relationship which would exploit or cause harm to others or to the profession.
- 4.2 Accepting responsibility and accountability for one's own actions taking all necessary steps to prevent or minimize harm; and should harm occur, ensure appropriate disclosure
- 4.3 Reporting in good faith any incompetent or unethical behaviour of health care providers and/or others to the appropriate authorities.
- 4.4 Preserving and protecting the confidentiality of all personal and health information of the client, except where disclosure of such information is necessary to the service or treatment of the client or is a legal requirement of the courts (HIA, 2018).
- 4.5 Conducting all programs with due regard to the safety of the clients, colleagues, and facilitators.

Code of Ethics – Canadian Therapeutic Recreation Association, (2015)

I. Professional Virtues:

Professionals act with integrity, protecting and promoting commitment to their service. Professionals act honestly through complete, accurate and clear communications. They do not misrepresent themselves or the profession. In the practice of fairness, intent and implications of service are explained and services/resources are used equitably and conscientiously. Professionals maintain and enhance their knowledge and skills through educational opportunities.

II. Obligation to the Individual and Society:

In advocating the importance of leisure, recreation and play, professionals are committed to equal opportunity and promote balance between the needs of the individual and the needs of others. Professionals are loyal to and committed to the well-being of the individuals they serve. They maintain privacy and confidentiality of the individual being served by practicing informed consent and seeking permission prior to the release of information.

III. Professional Practices:

Professionals strive to provide quality service based on the highest professional standards, deviating from these only when dictated by the needs of the individual. The purpose, results and implications of treatment practices are explained to the individual, striving to maintain their safety and well-being in a client centered approach.

IV. Responsibilities to Colleagues and the Profession:

Professionals practice mutual respect and work cooperatively for the benefit of those they serve. They practice professional and moral conduct in dealing with ethical issues. The Professional Association acts as a governing body and takes appropriate action against those who behave unethically. Professionals practice continued quality management to improve the profession's ability to serve society. Professionals seek to improve the profession's body of knowledge through ethical research and clinical teaching.

2021 NCTRC Job Analysis – Knowledge Areas (NCTRC, 2021)

Knowledge Domain 1: Professionalism

Job Task Area 1.01. Develop professional relationships

Job Task Area 1.02. Maintain professional competency

Knowledge Domain 2: Assessment

Job Task Area 2.01. Conduct the assessment process

Job Task Area 2.02. Apply assessment data to plan care

Knowledge Domain 3: Planning

Job Task Area 3.01. Develop individualized plan of care

Job Task Area 3.02. Design program services

Knowledge Domain 4: Implementation

Job Task Area 4.01. Deliver program services

Job Task Area 4.02. Adhere to risk management protocols

Knowledge Domain 5: Evaluation and Documentation

Job Task Area 5.01. Document client progress

Job Task Area 5.02. Document program and client incident

Knowledge Area 6: Administration

Job Task Area 6.01. Maintain department documentation

Job Task Area 6.02. Assign and monitor personnel

For further details regarding these job tasks, please refer to [NCTRC 2021 Job Analysis Study](#)

STUDENT, AGENCY, AND UNIVERSITY INTERNSHIP AGREEMENT

Policies and Guidelines

Internship Start Date: Monday, January 4th, 2027

Internship End Date: Wednesday, April 21st, 2027

Site Supervisor

Supervisors initials _____

1. The student's immediate on-site supervisor is in a regular position, employed in Therapeutic Recreation/Recreation Therapy by the agency and is currently certified by NCTRC at the Therapeutic Recreation Specialist Professional Level.
2. The student's site
3. supervisor is their immediate supervisor during the internship experience. Current certification indicates that the supervisor is "actively" certified from the date the student begins the internship experience.
4. Daily contact between the site supervisor and the student is highly desirable. In addition, the site supervisor and student agree to meet regularly to discuss student goals and objectives, performance and training and provide on-going mentorship.

Student

Students initials _____

1. Student will register for TREC 4550 – Internship in Therapeutic Recreation.
2. The student will abide by the policies and procedures of the agency, including those dealing with patient confidentiality. Students will prepare and send to their academic instructor all written requirements as outlined in the course outline.
3. The student is responsible for keeping informed and for following through on details relating to the fulfillment of any requirements expected of him/her/them regarding graduation.

Additional Concerns

1. A midterm and a final evaluation report form will be provided by the student at the beginning of the term with the identified deadlines. The site supervisor will discuss the results of the evaluations with the student, have the student sign the forms and the site supervisor will return the evaluation form within the designated time period to the academic instructor.

Liability

1. While enrolled in the internship component of their University program, students are covered under Workers' Compensation Board of Alberta. Students will be covered under the extension of the student coverage for students attending the University of Lethbridge as defined in the Post-secondary Learning Act (under (Section 7(1) (c) of the Alberta Workers' Compensation Regulations).
2. Students are responsible for their own automobile and property insurance.
3. Students are also covered by the University of Lethbridge's liability insurance policy and errors and omissions policy.

Student	
Student Name	
Student #	
Phone number where you can be reached during your internship	
Emergency Contact Person (name, relationship and phone number)	
Site Supervisor	
Supervisor Name	
Job Title	
NCTRC Certification Number and expiration date	
I will be CTRS certified on the first day of the student's internship	YES ___ I will be certified on day one of the internship NO ___ I will not be certified on day one of the internship
Organization Name	
Organization Address	
Work Phone Number	
Work Fax Number	
Email Address	

Any deviation from this agreement must be discussed and approved by the student, the site supervisor and the academic instructor of the internship prior to the completion of this agreement.

Student's Signature	Date
Site Supervisor's Signature	Date
Academic Instructor's Signature	Date

SMART GOALS

Prepare a minimum of five (5) professional SMART goals to achieve during your internship experience. These professional goals should be related to your student learning experiences at the internship site. Review the goals with your site supervisor before submitting them to Moodle. **Due at the end of Week 2.**

Specific – What specific things (behaviours, skills, actions) do you want to learn or improve? What? When? Where?

Measurable – Provide objective measurement (how you will evaluate achievement of the specific goal?)

Achievable – Achievable goals are realistic. They are within your potential knowledge, skills/ability, and needs. Consider if the goal is too challenging or not challenging enough given your chosen timeframe.

Relevant – Why does this goal matter to your learning and/or the specific location of internship placement and/or future clinical care provision? What will change for you because of meeting this goal?

Time – There must be an end date to your goals, refer back to “achievable”.

Professional Smart Goals will directly relate to TR service, personal learning/interests, or specific internship projects. Example: By the end of Week 6, I will accurately complete 3 TR assessments on 3 different patients, with direct observation from my site supervisor, to improve my assessment skills with neuro rehab patients.

Professional SMART Goal 1

Professional SMART Goal 2

Professional SMART Goal 3

Professional SMART Goal 4

Professional SMART Goal 5

Student's Signature

Date

Site Supervisor's Signature

Date

EVALUATION OF SMART GOALS

Student Name: _____

At the beginning of the internship, five (5) SMART goals were identified – some of these may have been related to specific project assignments, and others were related to personal learning goals to be achieved during the internship. It is best if there is discussion between the site supervisor and student about the progress made regarding these goals before this evaluation form is completed.

To be filled out by site supervisor: Please briefly assess the student achievement within each established professional goal based on such factors as:

- Satisfactory progress toward achievement of goals
- Evidence of successful completion or achievement
- Changes made to original targets or projected outcomes
- Achieved targeted dates and outcomes
- Assessment of why targets were not met
- Plans developed for changing or overcoming obstacles to ensure targets were met

Evaluation of Goal Progress

Low Average High

Professional SMART Goal 1 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 2 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 3 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 4 1 2 3 4 5

Comments on progress: _____

Professional SMART Goal 5 1 2 3 4 5

Comments on progress: _____

Student Intern Signature

Site Supervisor Signature

Date

Date

GUIDE TO SELF-REFLECTION

Reflective practice is a valuable tool in your growth as a recreation therapist. During your learning experience, it is important to reflect about on the job experiences of your day or week. Writing allows you to think about what you did, how you performed, what you learned from the experience and what you would do in a similar situation.

You are asked to complete ten (10) self-reflection Moodle forum posts for weeks 3-12 [one reflection per week]. Additionally, students are required to post a response to at least one of their peers posts each week. Each week, your original reflection post, and your peer response are due Sunday's at 11:59pm MST/MDT. You are also expected to respond to any question or discussion that arise from peers or the academic instructor. This will enhance the forums and provide a chance to stay connected to your peers. The questions will focus on the internship experience and your reflection on your own experiences. Each week your submissions will be evaluated and given a mark of 0-2%.

Alternatively, students may engage in a weekly online Talking Circle with their academic instructor, where these reflections will take place on Zoom. It is up to the discretion of the student and site supervisor to evaluate if the student is able to join the Talking Circle in lieu of completing the self-reflection forum posts.

Mark	Description	Indicators
0	Non reflective	The original forum post and peer response in the learning discussion is either irrelevant to the question or no entry is written for the question.
1	Minimal insight on thinking and acting	The original forum post and/or peer response states common sense thinking and acting which was derived from habitual or routine action. It is intuitive and pre-reflective. No further reasoning or explanation is given to the entry.
2	Thorough reflection and self-improvement	The original forum post and peer response demonstrates a more self-reflective grasp of the nature of the knowledge, how knowledge functions in action and how it can be applied to various practical applications. It could also show the transformation of the writer's thinking or beliefs.

Adapted from: Van Mannen (1995); Susilowati et al. (2004)

SERVICE PROJECT PRESENTATION ASSESSMENT

Student Name: _____ **Date:** _____

Evaluation to be filled out by site supervisor: Please circle the number of the response that best describes your assessment.

	<i>Needs Improvement</i>			<i>Excellent</i>	
<u>INTRODUCTION</u>					
Introduced themselves and topic	1	2	3	4	5
Provided an appropriate overview/agenda	1	2	3	4	5
<u>ORGANIZATION</u>					
Ideas are in a logical sequence	1	2	3	4	5
Clear Understanding of material	1	2	3	4	5
<u>CONTENT</u>					
Comprehensiveness and accuracy of information	1	2	3	4	5
Relevance to the topic/issue	1	2	3	4	5
<u>VISUAL AIDS</u>					
Clear, effective, and legible	1	2	3	4	5
Utilized well in presentation	1	2	3	4	5
<u>CONCLUSION</u>					
Summary given	1	2	3	4	5
Recommendations stated	1	2	3	4	5
<u>OVERALL DELIVERY</u>					
Preparedness	1	2	3	4	5
Eye contact	1	2	3	4	5
Volume	1	2	3	4	5
Enthusiasm	1	2	3	4	5
<hr/>					
<u>OVERALL ASSESSMENT:</u>	1	2	3	4	5

OVERALL COMMENTS (please provide detailed feedback):

Site Supervisor Signature: _____ Date: _____

SERVICE PROJECT EVALUATION FORM

Student's Name: _____ **Agency:** _____

Evaluation to be filled out by site supervisor: Please circle the number of the response that best describes your assessment.

1. To what extent did this project benefit the agency or clientele? (circle your answer)

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

2. How much original input, initiative and/or creativity did the student intern demonstrate in planning, organizing and completing this Service Project?

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

3. To what extent was the Service Project completed as proposed in the Service Project Outline?

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

4. Please indicate your overall level of satisfaction with the final outcome of the Service Project.

1. Not at all 2. Hardly at all 3. Moderately 4. Reasonably 5. Greatly

Comments: _____

Signature of Site Supervisor

Date

DOCUMENTATION OF INTERNSHIP

Job Analysis Task Domains: An acceptable internship is defined by the therapeutic recreation process as delineated in the NCTRC Job Analysis Task Areas. The NCTRC Job Analysis Task Domains are:

- | | |
|--------------------|---------------------------------|
| 1. Professionalism | 5. Evaluation and Documentation |
| 2. Assessment | 4. Implementation |
| 3. Planning | 6. Administration |

Instructions: In the table below, list the weekly dates and daily hours under each day of each week. List total weekly hours in the second to last column. It's highly recommended that the site supervisor reviews the completed hours at least once per week. Please reach out to the academic instructor if the student is behind on hours (sick days, etc.) or if you have questions.

Note: Internship students follow the schedule that the site supervisor works. For example, if the site supervisor works from 8-4:30 (8 hours), but actually works and gets paid for 7.5 hours due to an unpaid 30 minute lunch break, then the student would also count 7.5 hours (not 8 hours).

TIME LOG OF HOURS

Week	Dates	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Hours
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Total Hours: _____

Site Supervisor's Signature

Date

Academic Instructor Signature

Date

Therapeutic Recreation Internship Evaluation Form



University of
Lethbridge

Faculty of Health Sciences

INTERNSHIP EVALUATION

Mid-term evaluation (Week 8) Final evaluation (Week 15)

Student Intern: _____

Date: _____

Agency: _____

Site Supervisor: _____

Paramount to this internship process is to safeguard consumers by stating who is competent to practice. The list of tasks below reflect the current NCTRC Job Analysis (2021) performed by Certified Therapeutic Recreation Specialists. These job tasks represent the therapeutic recreation process and will be the basis of the Internship Evaluation. If any portion of the evaluation is not applicable for your specific site or clinical role, please indicate this by writing "N/A" (not applicable) in the comment section provided.

Students and site supervisors are recommended to complete the internship evaluation independently before comparing ratings and meeting to discuss. This encourages the student to engage in critical self-reflection and compare their perceptions of performance with their site supervisor's feedback. Only the supervisor's completed evaluation should be submitted to the academic instructor.

Please use the following competency descriptions when rating each job task:

- **Demonstrating Competency:** Student is proficient with the particular skill for entry-level practice.
- **Developing Competency:** Students skill level is not yet entry level practice, but they've demonstrated increased skill and knowledge in that area.
- **Not Yet Demonstrating:** Student has not yet been provided with the opportunity to demonstrate these skills or has not yet made any attempt to do so, or the student's skill level is not yet at entry level practice.

Performance Evaluation Criteria

Professionalism	Competency Rating			
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Communicate with interdisciplinary teams (e.g., team meetings)				
Educate internal/external stakeholders about scope of TR practice				
Advocate for clients' rights with interdisciplinary team, clients, and families				
Understand trends TR practice (e.g., EBP)				
Apply concepts of cultural competence (e.g., inclusion)				
Comply with professional Code of Ethics (e.g., CTRA)				
Comply with professional Standards of Practice				
Work habits (e.g., punctuality, taking initiative, attention to detail, stress management)				

Skill in time management and decision making (e.g., organization)				
Ability to self-evaluate personal practice (e.g., self-awareness, seeks resources to enhance knowledge and improve skills)				
Ability to receive and apply constructive feedback				
Build professional workplace relationships (e.g., team player)				

Assessment				
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Establish a therapeutic relationship with clients (e.g., rapport, professional boundaries)				
Apply knowledge of diagnostic and developmental characteristics (e.g., impairments)				
Determine assessment tools to establish outcomes				
Gather primary data across functional domains				
Gather secondary data (e.g., charts, medical records, etc.)				
Use findings from data gathered to determine strengths and limitations				
Prioritize client needs and strengths				
Create goals and objectives based on assessment data				
Communicate assessment data to interdisciplinary team/other service providers and client				

Planning				
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Utilize TR service delivery models (e.g., LAM, LWM, etc.)				
Utilize theories of practice (e.g., person-centred care)				

Align goals and/or objectives to support service delivery				
Design interventions based on needs, interests, and abilities				
Engage in logistical intervention planning (e.g., accessibility)				
Select intervention techniques, approaches, and modalities				
Determine activity modifications				
Use activity/task analysis				
Identify formative evaluation techniques to determine effectiveness of programs				

Implementation				
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Explain purpose of intervention/program				
Determine the steps needed to implement intervention services				
Establish facilitation structure and leadership approach				
Implement intervention/program plan				
Monitor effectiveness of intervention/program				
Utilize components of safety protocols (e.g., consent, risk)				
Identify relevant precautions to provide a safe environment specific to client population				

Evaluation and Documentation				
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Complete progress notes (e.g., SOAP, DARP, etc.)				
Develop transition/discharge plans				
Communicate with interdisciplinary team/service providers on client progress				

Conduct summative evaluation of intervention effectiveness				
Identify policies and procedures for reporting specific incidents				
Document specific details of incidents				

Administration				
Job Task	Demonstrating Competency	Developing Competency	Not Yet Demonstrating	Examples/Comments
Follow service plan of operation (e.g., intervention schedules)				
Adhere to agency policies regarding TR and client documentation (e.g., timeliness, quality improvement plans, etc.)				
Adhere to or gain awareness of agency fiscal management (e.g., budgeting, funding, etc.)				
Identify provincial, regional, federal regulations pertaining to TR services				

Evaluation—Personal and Professional Qualities of Student: *Please ensure to be as detailed as possible with describing student strengths and improvements needed.*

I - Major strengths observed at the present time:

II - Most important areas of future growth observed at the present time:

FINAL EVALUATION GRADE SHEET

This section (Final Evaluation Grade Sheet) is included **ONLY** in the Final Evaluation.

Based on the experience to date, please select the rating that best describes _____
(*student's name*) overall competency in comparison to their readiness to undertake the responsibilities of an entry level recreation therapist. When completing this document, please review the NCTRC Job Analysis (2021) competency ratings selected in the students final Internship Evaluation document and the Average Overall Performance Ratings described below:

Average Overall Performance Rating	Performance Rating Descriptor	Select One
Exceeds Expectations	Earned by performance indicating superior comprehension of internship materials, a technical command of the clinical skills necessary for entry-level practice; it also indicates the student had full engagement with the internship activities. By week 15, all internship components show considerable evidence of complex original thinking and purposeful clinical judgement.	<input type="checkbox"/>
Above Expectations	Earned by performance indicating a good comprehension of internship materials, a good command of the clinical skills necessary for entry-level practice; it also indicates the student had good engagement with the internship activities. By week 15, all internship components show a more complex and satisfactory application of original thinking and clinical judgement.	<input type="checkbox"/>
Achieves Expectations	Earned by performance indicating a basic comprehension of the internship material, a basic command of the clinical skills necessary for entry-level practice; it also indicates the student met adequate participation requirements of internship activities. By week 15, all internship components show adequate original thinking and clinical judgement.	<input type="checkbox"/>
Below Expectations	Earned by performance indicating limited comprehension of the internship material, a limited command of the clinical skills necessary for entry-level practice; it also indicates the student may not have meet the basic participation requirements of internship activities. By week 15, all internship components show unsatisfactory original thinking and clinical judgement.	<input type="checkbox"/>
Does Not Meet Expectations	Earned by performance indicating minimal comprehension of the internship material, a minimal command of the clinical skills necessary for entry-level practice; it also indicates the student did not meet the basic participation requirements of internship activities that are worthy of course credit toward the degree. By week 15, all internship components show no original thinking and clinical judgement.	<input type="checkbox"/>

If you selected 'Below Expectations' or 'Does Not Meet Expectations', please comment:

Student Intern's Signature _____

Site Supervisor's Signature _____

Academic Instructor's Signature _____



Consent for Collecting and Disclosing Student Information and Acknowledgment of Procedures for Practicum Placement

This consent form outlines the process for collecting and sharing personal student information within the Faculty of Health Sciences as well as with prospective practicum agencies. Any questions about this form can be directed to the Internship Specialist (403-329-2576).

Last Name	First Name	Middle Initial
University of Lethbridge Student ID Number		

PLEASE READ THE FOLLOWING BEFORE SIGNING BELOW

Regarding collection and disclosure of my personal information, by signing this form:

- I authorize the Faculty of Health Sciences to collect and disclose information about me with administration, faculty, and support staff, practicum site administration, teaching and support staff, and others as appropriate. Types of information may be information about my name, practicum placement requirements, learning needs and goals, and other information, as appropriate, for my success in the program.
- I understand that this consent is valid for the period leading up to practicum placement, and placement process.

Regarding acknowledgement of procedures, by signing this form:

- I acknowledge my receipt and understanding of the terms and conditions of the major as outlined in the Student Handbook, Course Syllabi, and University of Lethbridge Calendar.
- I acknowledge that I am required to have medical and dental insurance (such as the UofL Student Union Health and Dental Plan coverage) over and above any provincial health care coverage which must be valid over the duration of the placement.
- Further, I understand that failure to meet requirements (e.g., health requirements, police information check, current First Aid and CPR, or any additional documentation that is required by program/agency) for practicum placement may result in my practicum placements not being facilitated.

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Student Signature			
DATE OF SIGNING	MONTH:	DAY:	YEAR:

The personal information collected on this form is for placement purposes. This collection is authorized by section 4(c) of the Alberta Protection of Privacy Act (POPA). The University of Lethbridge uses automated systems to generate content and make decisions, recommendations and predictions. The personal information collected may be included in these automated systems. For questions about the collection of personal information, contact the Privacy Officer, University of Lethbridge, 4401 University Drive West, Lethbridge, Alberta, T1K 3M4, privacy@uleth.ca, or 403-332-4620. Questions can be directed to the Internship Specialist, Faculty of Health Sciences, University of Lethbridge (403.329.2576).



**TO: THE GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE (THE "UNIVERSITY")
INFORMED CONSENT, RISK ACKNOWLEDGEMENT & INDEMNITY AGREEMENT**

WARNING: By signing this document you indicate that you understand the risks associated with the Course activities and that you are aware that by registering in the course and attending its off-site activities you are being exposed to the risks identified below. **It gives the University authority to secure medical assistance for which you agree to be financially responsible.** You are also agreeing to assume financial responsibility for any damage to other parties to which you are legally liable.

PLEASE READ CAREFULLY!

Participant Name: (Please Print) _____ Student ID#: _____

Address of participant: _____ Semester: _____

THE COURSE:

Enrollment in _____ (course) at the University of Lethbridge involves the opportunity for students to work with individuals, organizations, or community groups to demonstrate and meet the core competencies and/or course requirements of their respective program in a practical work environment. Students are further required to arrange their own transportation to attend the off-campus practicum setting(s), all hereinafter collectively referred to as "the Program".

ASSUMPTION OF RISKS:

Prior to signing this agreement, I understand and agree that there are hazards and risks inherent to my participation with the Program and its off-campus course activities, any of which could cause me bodily injury or permanent disability or loss of life and/or loss or damage to my property: These include but are not limited to:

- a) Travel and transportation by all modes and types and risk of motor vehicle collision, mechanical failure, and human error;
- b) Risks and hazards associated with other premises, their operations and acts or omissions of others;
- c) Potential for theft, vandalism, damage, or loss of personal property; and
- d) Risk of exposure to pathogens including those of Covid-19 and its variants and the contraction, transmission, or lingering effects of disease.

In consideration of the UNIVERSITY accepting my course registration in the Program and permitting me the opportunity to participate in the Program activities, I hereby agree:

1. That the University or the off-campus placement site may summon such medical advice and services as it, in its discretion may deem necessary for my health and safety and I shall be financially responsible for such advice and services. I also appreciate that as a student enrolled in the course that I may have certain benefits under the auspices of Alberta Learning and worker's compensation; and
2. That if I am supplying my own equipment or driving myself for the off-campus course activities, that I am responsible for ensuring that my property is secure, maintained and adequately insured to cover off any liability, loss or damage and appreciate the University of Lethbridge accepts no responsibility for any liability, loss or damage resulting from any use or misuse therein; and
3. **I agree TO HOLD HARMLESS AND INDEMNIFY** The Governors of the University of Lethbridge from all liability for any damage to the property of, or losses or personal injury to any third party resulting from my participation in the off-campus course activities for which I am legally liable and to which the University's insurance program does not extend coverage to.

I CONFIRM THAT I AM 18 YEARS OF AGE OR OLDER, THAT I HAVE HAS SUFFICIENT TIME TO READ AND UNDERSTOOD THIS AGREEMENT AND THAT I AM AWARE BY SIGNING THIS AGREEMENT I AM ACCEPTING FINANCIAL RESPONSIBILITY FOR ANY PERSONAL PROPERTY EXPOSURES, MEDICAL ASSISTANCE THE UNIVERSITY or PLACEMENT SITE MAY DEEM NECESSARY FOR MY HEALTH AND SAFETY AND ALSO FOR ANY DAMAGE TO THIRD PERSONS OR THEIR PROPERTY THAT I MAY CAUSE.

Participant Signature: _____ Date: _____