



# Recreation Management & Policy

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## Recreation Management & Policy: Undergraduate Curriculum Therapeutic Recreation Option

### Faculty

Dr. Bob Barcelona, Associate Professor, Chair

Dr. Jessie Bennett, CTRS  
Dr. Patti Craig, CTRS/L  
Jen Frye, M.S., CTRS/L  
Matt Frye, M.S.

Dr. Cindy Hartman  
Sean McLaughlin, M.S.  
Dr. Nate Trauntvein  
Dr. Allison Wilder, CTRS/L

# + Recreation Management & Policy: Therapeutic Recreation

Therapeutic Recreation utilizes recreation to help people with disabilities and illnesses to develop & use their leisure in ways that enhance health, independence, & well-being.

The ultimate goal of therapeutic recreation is to facilitate full & optimal involvement in community life. The purpose of recreation therapy is to improve health & the quality of life by reducing impairments of body function and structure, reducing activity limitations, participation restrictions, & environmental barriers of the clients served.

TR recognizes the importance of quality of life and uses activities to remediate or rehabilitate functional abilities. Therapeutic Recreation services are provided in a variety of settings including: hospitals, long-term care facilities, residential treatment facilities, schools, correctional facilities, rehabilitation centers, camp & outdoor education centers & adult day programs.

Upon successful completion of this option, students are prepared to meet sitting requirements for the National Council for Therapeutic Recreation Certification Examination. Once certified by NCTRC, students may apply for a CTRS/L license, if they intend to practice in New Hampshire.

## **Mission of the Therapeutic Recreation Option**

- The central mission of the therapeutic recreation option at UNH is to develop competent RT/TR clinicians for the 21st Century health care. We are committed to ensuring that our students develop not only knowledge, skills, and abilities that ensure competent practice, but also to inculcate our graduates with an ethos of commitment to collaboration, mentoring, and advancement of the profession.
- Central Mission of the TR Option: Develop competent RT/TR clinicians for 21st Century Health Care
- In so doing, we strive to:
  - Prepare competent entry-level recreational therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
  - Sustain a network of exemplary clinicians committed to service, mentoring and teaching
  - Promote the enculturation of students and alumni in an ethos of working together



# Recreation Management & Policy: Therapeutic Recreation

## **Purpose and Goals**

The purpose of the Therapeutic Recreation Option within the Recreation Management and Policy department is to prepare students to work in clinical, allied health facilities (e.g. hospitals, rehabilitation centers, mental health programs, and extended care facilities), and community-based recreation programs that serve individuals with disabilities. Consistent with other allied health programs, students' professional preparation is rooted in an education based on a foundation of liberal arts designed to ensure a practitioner who is capable of critical thinking, communication and an individual with a strong core of central values regarding life, culture, and the communities in which they live.

## Program's goals

1. Prepare entry-level RT/TR practitioners who possess the requisite KSAs necessary for competent 21<sup>st</sup> Century health care practice
2. Instill an ethos of leadership, innovation and excellence in the delivery of community-based RT services
3. Facilitate students' ability to conduct superior academic and fieldwork performance on valued RT/TR metrics (e.g. exam performance, treatment planning and execution)
4. Successfully promote and infuse the tripartite mission of our institution-teaching, research, and service, into all aspects of our program.



# Recreation Management & Policy: Therapeutic Recreation

## Child Life Minor

This interdisciplinary minor is offered to a limited number of students by the therapeutic recreation option in the Department of Recreation Management and Policy & the Department of Human Development and Family Studies. Upon completion of course requirements, students will be able to sit for the Child Life Specialist exam. All students complete three core courses: RMP 502, RMP 565, and HDFS 525. Therapeutic Recreation students will select two courses from the following: RMP 593, HDFS 623, HDFS 635, HDFS 641, HDFS 709, and HDFS 734. Students will complete an Internship (RMP 593-F for TR students), which will entail a minimum of 480 hours of experience and be supervised by a certified Child Life Specialist. Therapeutic recreation majors will be assigned a minor adviser from Human Development and Family Studies.

## Employment Outlook

According to the American Medical Association's Health Care Careers Directory 2009-2010, employment of therapeutic recreation specialists is expected to increase 4% from 2006 to 2016. The US Bureau of Labor Statistics projects that recreational therapists will experience competition for jobs. Job opportunities will be best for people with a bachelor's degree in therapeutic recreation or therapists who hold specialized certifications and in certain regions of the country.

Health care facilities will provide a growing number of jobs in adult day care and outpatient programs offering short-term mental health and alcohol or drug abuse services. Rehabilitation, home health care, and transitional program will provide additional jobs.

The rapidly growing number of older people is expected to spur job growth for therapeutic recreation specialists in long-term care facilities, retirement communities, assisted living facilities, adult day care programs, and social service agencies. Continued growth is also expected in community residential facilities, as well as adult day care programs for people with disabilities.

Data from the US Bureau of Labor Statistics as of 2012, salary for therapeutic recreation specialists with the CTRS credential averaged \$44,280 (overall average), and \$60,000 to \$70,000 (upper ranges). If you'd like to see more information on wages and employment see: [www.bls.gov/oes/current/oes291125.htm](http://www.bls.gov/oes/current/oes291125.htm). The Bureau of Labor Statistics reports the Therapeutic Recreation Profession will grow 17% through 2020 about as fast as average. <http://www.bls.gov/ooh/healthcare/recreational-therapists.htm>

Source: American Medical Association, Health Care Careers Directory, 2009-2010, 37<sup>th</sup> edition.

## For more information contact the RMP Department:

Department of Recreation Management & Policy  
College of Health and Human Services  
108 Hewitt Hall  
University of New Hampshire  
Durham, NH 03824  
603-862-2391  
<https://www.chhs.unh.edu/rmp>

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## DEPARTMENT OF RECREATION MANAGEMENT AND POLICY

### Therapeutic Recreation Option

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The purpose of this option is to prepare students to work primarily in clinical, allied health facilities such as hospitals, rehabilitation centers, mental health programs and extended care facilities as well as inclusive community recreation programs. The instructional goals focus upon those competencies needed to provide health promoting and health protective interventions to enhance the leisure lifestyle of patients while facilitating the achievement of overall treatment goals. The program of study is designed to help students meet requirements for the National Council for Therapeutic Recreation Certification.

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#### **RMP Core Requirements: (20 credit hours)**

RMP 490	Recreation and Leisure in Society
RMP 501	Recreation Services for Individuals with Disabilities
RMP 557	Program and Event Design
RMP 563	Recreation Management and Policy Practicum (2 credits)
RMP 654	Professional Development, and Ethics (2 credits)
RMP 724	Grantsmanship, Evaluation and Research (WI)

#### **Therapeutic Recreation Course Requirements: (29 credit hours)**

RMP 502	Foundations of Therapeutic Recreation
RMP 503	Therapeutic Recreation Rehabilitation Principles and Interventions
RMP 504	Therapeutic Recreation Mental Health Principles and Interventions
RMP 612	Therapeutic Communication and Facilitation Techniques in Therapeutic Recreation
RMP 613	Interventions and Documentation in Therapeutic Recreation (3credits)
RMP 614	Assessment and Treatment Planning in Therapeutic Recreation
RMP 615	Clinical Applications in Therapeutic Recreation (2 credits)
RMP 705	Management and Policy in Therapeutic Recreation

#### **Professional Internship: (14-16 credit hours) *Also fulfills Discovery Capstone requirement***

RMP 664*	Internship in Therapeutic Recreation
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#### **Other Course Requirements for Therapeutic Recreation Option: (31-43 credit hours)**

Psych 402*	Statistics (Quantitative)
BMS 507*	Human Anatomy and Physiology (Biological Sciences)
BMS 508*	Human Anatomy and Physiology (Biological Sciences)
HDFS 525*	Human Development (Social Science)
PSYC 401*	Introduction to Psychology (Social Science)
PSYCH 561	Abnormal Behavior
KIN 652	Clinical Kinesiology
KIN 653A	Musculoskeletal Assessment (2 credits)
ELECTIVE	Elective Course (1-3 credits depending on Internship credits selected)
CPR & 1 <sup>ST</sup> Aid	Certification

**\*These courses required by the department may also meet University Discovery Program requirements. University Discovery Requirements: (58-60 credits total, including some courses also meet RMP requirements) Note: A total of 128 credits are required by the University for graduation. The University also requires four writing intensive (WI) courses, some of which may be met through RMP courses.**

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# Procedures for Admission to RMP: TR



## Examples Employers of Recent Graduates

- Braintree Hospital
- Brattleboro Retreat
- Catholic Medical Center
- Center for Neurobehavioral Rehabilitation
- Children's Hospital in Boston
- Children's Psychiatric Hospital
- Easter Seals Society of New Hampshire
- Hanover Hill Healthcare Center
- Havenwood-Heritage Heights
- Healthsouth Rehabilitation Hospital
- Integrated Health Services\
- Jewish Memorial Hospital
- Genesis Elder Care Network
- National Institutes of Health
- Northeast Passage
- Northeast Rehabilitation Hospital
- Odyssey House
- Oregon State Hospital
- Outdoor Explorations
- Phoenix Children's Hospital
- Portsmouth Pavilion
- Rehabilitation Hospital of the Pac
- RiverRidge
- Riverside Psychiatric Institute
- Spaulding Rehabilitation Hospital
- St. Vincent's Hospital
- The Children's Hospital
- University of North Carolina Hospital
- Vanderbilt Rehabilitation Hospital
- Warm Springs Rehabilitation Hospital
- Whittier Rehabilitation Hospital
- Woodrow Wilson Rehabilitation Center

## A. New UNH Students (first-year and external transfer admissions):

Students who are admitted to the University of New Hampshire as first-year students may gain admission to the major simply by declaring the Recreation Management and Policy major as a part of the UNH admissions process.

## B. Internal Transfer Students (students who are already enrolled at UNH and wish to change their major to RMP):

Internal transfer applications are accepted online throughout the year and **admissions decisions are made once each semester, application deadlines are December 1<sup>st</sup> and March 15<sup>th</sup> of the current academic year.**

1. **The Therapeutic Recreation Option** prepares students for work primarily in clinical, allied health facilities such as hospitals, rehabilitation centers, mental health programs, and extended care facilities as well as inclusive community recreation programs. Admission decisions are based upon the content of the online application as well as a personal interview with the TR Option Coordinator. You must have a minimum cumulative **grade point average of 2.75** to be considered for admission into the major and it is highly recommended that students have completed or are enrolled BMS 507 or BMS 508 at the time of application. If you have questions about the Therapeutic Recreation Option, please contact [Dr. Allison Wilder](#).
2. Students must apply by 5:00 pm, December 1<sup>st</sup> or March 15<sup>th</sup> of the current academic year. Admission applications received beyond this deadline will be considered for the following admission cycle.
3. To apply to the Recreation Management and Policy, Therapeutic Recreation Option please complete the online transfer application form (<http://chhs.unh.edu/rmp-apply-online>).
4. We ask that you to go through a short informational meeting with the TR Option Coordinator in order to better understand the RMP curriculum and the TR/RT profession prior to acceptance in the major. We want you to know what you're getting into and, to be prepared to be an active and satisfied participant in the RMP major. It is strongly recommended that you attend an informational session prior to submitting your application. These informational sessions take place throughout the academic year and may take the form of either group or individual meetings. To find out the schedule of meetings, please contact [Dr. Allison Wilder](#).
5. You will be notified by e-letter of the faculty's decision regarding your admission.
6. If you are admitted to the major, you must complete the University change of major process. We suggest that you make an appointment with your new faculty advisor soon after receiving this letter to meet him/her and to begin to establish your schedule of courses within the curriculum.



# Procedures for Retention of RMP Major

## A. Showing Continuous Course Enrollment and Completion Progress Through the RMP Curriculum:

**Once you choose/declare the RMP major you MUST follow the curriculum sequence each semester leading to graduation with a degree in the major.**

When you declare the RMP major, your faculty advisor will work with you to determine a curriculum schedule which, upon your satisfactory academic achievement, will lead to reasonable expectations for a graduation date. Therefore, you may NOT simply “sit” within the RMP major without making reasonable progress toward the degree in the major. You will be required to take at least the minimum number of required courses necessary to keep you on schedule toward graduation with a RMP degree.

As a means of enforcement of this policy, RMP faculty cannot approve/sign course pre-registration forms or add/drop forms which do not reflect reasonable student progress toward the RMP degree. A one semester grace-period may be granted at the discretion of the student’s RMP faculty advisor as circumstances such as leaves of absence, semesters abroad/ international exchange or immediately pending change of major, warrant as reasonable exceptions to the departmental policy.

## B. Once a student is admitted to the RMP major (other than during the first semester of the freshman year – refer to the section on “Freshman Exception”) s/he MUST achieve and maintain a minimum semester GPA of 2.50 each and every semester to maintain good academic standing within the department.

1. This policy becomes **effective beginning the first full semester** that the student enters the major.
2. **Academic Probation after One Semester below 2.50 GPA.**  
If a RMP student’s semester GPA falls below the minimum 2.50 requirement, that student will first be placed on departmental probation for the next semester. Should the student then achieve a 2.50 semester GPA or above during the probation semester, s/he will be returned to good academic standing within the department.
3. **Academic Exclusion from the Major.**  
Any student who earns a semester GPA below 2.50 for two consecutive semesters or earns a semester GPA below 2.5 for three semesters, consecutive or not, will be excluded from the major. Students will be advised to change majors, and will no longer be entitled to the academic attention of advising, etc. from the RMP department. Exclusion means students cannot progress in required courses in the major.

It is in the student’s best interest to declare another major at this point since s/he can no longer make progress toward a degree in RMP. If you don’t act to change majors prior to pre-registration of the semester following your exclusion, the RMP department will take action to initiate your exclusion from the University through the College’s (CHHS) Dean’s office.

**ESPECIALLY NOTE (due to potential severity of consequences):** A student who has earned academic EXCLUSION from the major (e.g. a full academic year two consecutive semesters, with less than the minimum 2.50 semester GPA) will NOT be permitted to engage in the required professional Internship (RMP 664).

### 4. **Freshman Exception**

Students entering UNH and the RMP major as first semester freshmen will not be subject to departmental academic probation at the conclusion of their first semester in order to allow for a period of adjustment to university life. If, however, a freshman does not attain the required 2.50 semester GPA at the end of the second semester, s/he will then be placed on departmental probation.

# + Procedures for Retention of RMP Major Status: Continued

## C. Minimum Grade in Courses Required by the Department

1. **Required RMP Courses:** Recreation Management and Policy major must earn a grade of C (2.0) or better in all required RMP courses. Any student who earns less than a C in a required RMP course must repeat that course and earn a C or better in order to continue to advance within the curriculum.
2. **Required University and Emphasis Area Courses:** RMP major must earn a minimum grade of C- (1.67) in all courses taken to fulfill departmental requirements beyond the RMP-designated/labeled courses referred to in part A. above. This includes courses taken from other University departments in order to fulfill the RMP department's Emphasis Area requirement. Any student who earns less than a C- in courses required by the department but offered/taught beyond the department must repeat that course(s) until a minimum competency indicator grade of C- or better is earned.

## D. RMP Department Policy on Academic Dishonesty

**Any student majoring in RMP who receives an F in a RMP course because of academic dishonesty may be dismissed from the major by a vote of the RMP Faculty and if dismissed cannot continue in the major.**





# + RMP Academic Advising Procedures and Faculty Advising Responsibilities

Welcome to the Department of Recreation Management and Policy. As an accepted major you will be assigned a faculty advisor who will assist you in planning your courses for the duration of your RMP status. As you progress through your academic career you will generally meet with your advisor a minimum of twice a year, usually in November and April prior to your scheduled registration period. Although you are encouraged to make an appointment with your Advisor at any time during the academic year, you should pay particular attention during the periods prior to registration and be sure to sign up for an advising appointment. These meetings are mandated by the University and afford an opportunity for advisors to check student's course selections and release Registration Access Code's (RAC) needed for registration. Check with your Faculty Advisor for assistance on how to set up an appointment with him or her.

Students should come to their advising appointments with a schedule of potential courses listed out. This is particularly true of general education courses. To ensure a well-rounded education, the University of New Hampshire offers students a wide range of options to meet these requirements. Although the Department of Recreation Management and Policy specifies certain general education requirements for its students, students are given the freedom to choose courses that interest them in a number of general education groups. Information gleaned from other students and/or by a careful reading of the Undergraduate Catalog may prove most beneficial in choosing which courses to take.

The primary responsibility of the Faculty Advisor is to ensure that students get adequate guidance with respect to Major Requirements. Courses which meet Major Requirements are listed on advising worksheets used by faculty advisors and are kept in the student's file. These courses are limited to RMP core classes, courses required by the department, department electives, and emphasis area courses. If a student wishes to check the status of their course work they may access their file during normal office hours by contacting the RMP Academic Assistant. Students should be aware that faculty expertise in advising is concentrated in courses required by the department as indicated above and not in general course requirements.

Your faculty advisor will work with you to the extent needed to help answer any questions you may have and to assist you in planning your course work. **It is not the intention of the Department of Recreation Management and Policy to take over any responsibilities assigned to the student or the Office of the Registrar by the University of New Hampshire. To that end faculty advisors will not count credits needed towards graduation nor will they assure students that all graduation requirements have been met. Responsibilities for these functions lie with the student, as indicated in section 05 of the Academic Policies section of Students Rights, Rules, and Responsibilities Handbook, and with the Office of the Registrar. Students with graduation and or credit total questions should contact the Office of the Registrar.**



# Department of Recreation Management & Policy Faculty Profiles

## ***Bob Barcelona, Ph.D., Chair and Associate Professor***

Dr. Barcelona received his undergraduate degree from the University of Mississippi and both his Masters and Ph.D. degrees from Indiana University. His research examines recreation and sport as developmental contexts for youth, and focuses on the ways that recreation and sport organizations build healthy and sustainable programs and communities. Bob has worked as a professional in the field of campus recreational sports at Cal-Berkeley and Ole Miss, and has been a faculty member at Indiana University, Clemson University, and UNH. He is active with youth sports coach training through his involvement with CoachSmartNH, and he is engaged in recreation planning, consulting, and program evaluation projects with community recreation and youth development organizations throughout the country. Bob enjoys watching sports, participating in a variety of physical activities, and spending time with his family.

## ***Jessie Bennett, Ph.D., CTRS/L, Assistant Professor***

Jessie received her B.S. in Therapeutic Recreation from Green Mountain College, her M.S. in Youth and Family Recreation from Brigham Young University, and her Ph.D. in Leisure Behavior from Indiana University. After completing her B.S., she worked as a recreational therapist for a residential rehabilitation center for children with developmental disabilities. During her M.S. and Ph.D., she worked as a recreational therapist with military service members with combat-related disabilities and their families. Her research is focused on therapeutic outdoor recreation programs that primarily examine the outcomes related to participation for military service members with combat-related disabilities and their families. Jessie loves playing outside with her family (husband and daughter), snowboarding, traveling, and Cleveland sports, especially the Indians and Browns.

## ***Patti Craig, Ph.D., CTRS/L, Associate Professor***

Patti received her Ph.D. in Education with a Cognate in Higher Education from the University of New Hampshire in 2010. She received her master's degree in Sport Management and Leisure Studies with a concentration in Therapeutic Recreation from Temple University. She earned her bachelor's degree in Health and Human Services from the University of Scranton. Patti's current research interest focuses on pedagogy and student learning outcomes. Specifically, she is exploring the developmental outcomes for students who are engaged in fieldwork and service-learning experiences. Patti is also interested in the growing Afghanistan and Iraqi war veteran population, specifically veterans who have sustained traumatic brain injury and amputation. She is in the process of developing research that utilizes a home-based therapeutic recreation program that is designed to promote health and reduce secondary complications of disability among veterans.

## ***Jen Frye, M.S., CTRS/L, Clinical Assistant Professor, Internship Coordinator***

Jen earned a M.S. Health Policy and Management, Muskie School of Public Service, University of Southern Maine. She holds a B.S. Recreation and Leisure Studies with Concentration in Therapeutic Recreation, Minor in Health Studies. She has over 13 years as a Certified Therapeutic Recreation Specialist working in a variety of settings including Physical Rehabilitation, Non Profit, and Community Based Recreation. Interests and hobbies include spending time with friends, going on adventures with my family, being outdoors, traveling, watching the Red Sox and Patriots, working on puzzles and sitting by the campfire.



## Department of Recreation Management & Policy Faculty Profiles: Continued

### ***Matthew Frye, M.S., CTRS/L, Clinical Assistant Professor***

Matt is a graduate of both the undergraduate and graduate RMP program at UNH, with a concentration in Therapeutic Recreation and Therapeutic Recreation Administration respectively. His areas of expertise include Recreational Therapy as a related service in special education, the use of recreation in transition from school to community living, and the development of social skills for youth with developmental disabilities. Matt is active both locally and nationally with the American Therapeutic Recreation Association, having served on several committees and task forces as well as presenting at several national conferences. In his leisure time, Matt particularly enjoys fishing and spending time in the outdoors. He also enjoys his role as a father of two boys, coaching youth sports and serving as a scout leader.

### ***Cindy Hartman, PhD., Assistant Professor***

Cindy earned her undergraduate degree in Environmental Geosciences from Texas A&M University and her Masters and Ph.D. degrees in Parks, Recreation, and Tourism Management from Clemson University. Her research explores the interplay of leisure and development throughout the lifespan, with a particular focus on emerging adulthood (18-25 age range). Currently, Cindy is investigating the relationship between leisure and development during emerging adulthood in areas of identity, health and well-being, body image, and student engagement. These research interests have evolved from professional work in campus recreation, student affairs, career development, and study abroad programming. Cindy enjoys traveling, visiting and/or adventuring with friends and family, getting back to her roots on her family's ranch, and participating in most water-based activities.

### ***Sean McLaughlin, M.S., Lecturer***

Sean earned a M.S. in Recreation Management and Policy from the University of New Hampshire in 2007. He also holds a B.A. from California State University in Psychology. Aside from his time spent at UNH earning his Master's degree, Sean has been living, working and playing in ski resort towns of the West for the majority of his adult life. Prior to his arrival at UNH as a lecturer, he called Sun Valley, Idaho home. Sean's academic interests lie in active lifestyle and quality of life research, specifically related to outdoor recreation and transportation. In his personal life, Sean is a passionate cyclist and Nordic skier, a devoted father and husband, and eternally optimistic.

# Department of Recreation Management & Policy Faculty Profiles: Continued

## *Nate Trauntvein, Ph.D., Assistant Professor*

Nate received his B.S. in Parks and Recreation from Utah State University in Logan, UT (his home town), and his M.S. in Leisure Studies and Ph.D. in Recreation, Park and Tourism Management from Penn State University in beautiful State College, PA. After completing his B.S. he worked as a recreation director for a small community in Utah before continuing his education at Penn State. Nate's research is focused on understanding natural resource and community volunteers in park and recreation settings. Specifically how volunteers from diverse backgrounds are recruited and retained. In his time away from work Nate enjoys hanging out with his family (wife and two daughters), biking, skiing, golfing, throwing a Frisbee and herding buffalo.

## *Allison Wilder, Ph.D., CTRS/L, Associate Professor*

Dr. Wilder received her M.S. in Leisure Studies, with an emphasis in Therapeutic Recreation from the State University of New York, Cortland College and her Ph.D. in Education and Post Master's Certificate in Aging Studies from Virginia Commonwealth University. Following 20 years of work as a practitioner, Dr. Wilder is researching the leisure-related needs and desires of aging persons with lifelong disabilities, the use of serious leisure as a mechanism for successful transition to retirement, and service learning as teaching modality. In her leisure time, Allison can be found out in her garden, skiing the blue/blacks or enjoying the great outdoors.



## Department of Recreation Management & Policy Clinical Faculty Profiles

### ***Jill Gravink, M.S., CTRS/L, Clinical Assistant Professor, Founder and Director, Northeast Passage***

Jill is a 1986 graduate of the Therapeutic Recreation Option at the University of New Hampshire. She gained experience first working in a community based leisure education program for teens and young adults with developmental disabilities. She moved on to work as a Senior Staff Therapist at Northeast Rehabilitation Hospital, where she also developed an aquatics program. Currently, Jill is the Founder and Director of Northeast Passage, a community based program that uses sports and recreation to increase independence and quality of life for individuals with physical disabilities, their friends and families. Northeast Passage also consults with general recreation providers to improve accessibility. Jill teaches courses in the Therapeutic Recreation Option.

### ***Crystal Skahan, M.S., CTRS/L, Program Specialist***

Crystal is a 2001 graduate of the Therapeutic Recreation Option of the Recreation, Parks and Leisure Services Department at Minnesota State University, Mankato. Her experience comes from three years of work at a community leisure and recreation program for people with developmental disabilities. She is currently involved in planning and implementing programs with Northeast Passage. Crystal enjoys the outdoors, sports, crocheting and music.

### ***David Lee, MS., CTRS/L, Clinical Instructor***

David is a 1996 graduate of the Therapeutic Recreation Option at the University of New Hampshire. His experience comes from 3 years working in TBI rehabilitation and 2 years in Psychiatry at the Children's Hospital in Boston. Currently David is involved in planning and implementing programs with Northeast Passage, specializing in adaptive sports, school programs, and preventative education to SCI clientele. David enjoys the outdoors and activities such as sailing, rock climbing, hiking and skiing.

### ***Keely Ames, Development Coordinator***

Keely is a 2005 graduate of St. Michael's College in Colchester, Vermont. She has a degree in journalism and mass communication. She comes to Northeast Passage after an intensive internship in fundraising events with Special Olympics Vermont. Keely coordinates the marketing and fundraising efforts of Northeast Passage, as well as the Rite of Passage events. Keely enjoys sailing, traveling and spending time with her family in Maine.

### ***Cathy Thompson, CTRS/L, Program Specialist***

Cathy is a 1993 graduate of the University of New Hampshire with a dual degree in Therapeutic Recreation and Outdoor education. Her experience comes from 13+ years working with child and adolescent populations in a psychiatric setting at Hampstead Hospital in Hampstead, NH. Cathy is currently involved in the TREK and PATH programs at Northeast Passage and is the coach for the competitive Nordic Skiing program. When not working, Cathy enjoys the outdoors, time with friends, family, animals, word working and painting.



## Department of Recreation Management & Policy Clinical Faculty Profiles: Continued

### ***Cam Forys, CTRS/L, Program Specialist***

Cam has a B.S. in Recreation Management & Policy Therapeutic Recreation from UNH. Cam is an avid snowboarder and basketball player (<3 Celtics). He enjoys hanging with friends and family, whether it be outside grilling and playing lawn games or parked on the couch watching the game or playing cards. Cam is always down to try something new, especially new food and new activities.

### ***Philip Brekke, MS., CTRS/L, Program Specialist***

Phil has M.S. in Parks, Recreation, and Tourism Management, with a concentration in Therapeutic Recreation from Clemson University. Philip enjoys spending time reading about outdoor adventurers from the comfort of his favorite chair. He also loves spending time outdoors doing anything or nothing, such as staring off into the horizon. He also appreciates traveling, grilling various cuts of meat in adverse weather, and laughing at his own unique wit. Philip thrives on lazy Sundays spent hanging out with his wife, Jane.

### ***Bill Stewart, ATC, CSCS, PES, Competitive Sports Coordinator***

Bill has a B.S. in Athletic Training from UNH. Bill is a passionate sports fan (Patriots, Bruins, UNH, or virtually anything competitive!) that is happiest watching or coaching his children, Addison and Colby. He enjoys nice dinners out with his wife (he secretly aspires to be a food critic), family time on Pleasant Lake in Maine, cooking, landscaping in the yard, and reading a good book that will turn his head off at night.

### ***Reilly Murphy, Administrative Assistant***

Reilly has a B.S. in Integrated Marketing Communications from Ithaca College. A native New Hampshireite, Reilly has an uncommon amount of love for the state's seasonal displays of beauty. She enjoys each season more than the previous and consciously misses them when out of state. After three years living in Peru, she has too many wool scarfs and pictures but a huge appreciation for the simpler things in life. She also has a passion (not necessarily skill) for trivia and is a dedicated Jeopardy viewer. When that's not on, she enjoys getting as many hugs from her niece and nephew as possible and teaching them that eggs are better with ketchup.

## **Frequently Asked Questions About the Internship in Recreation Management and Policy**

### **1. What is the internship?**

The RMP 664 internship course is an essential part of our academic program. It is a full-time (40 hours per week; 14-16 consecutive weeks) fieldwork experience that integrates academic work with a supervised work experience in recreation, parks, health and human services, tourism, and/or hospitality fields. The primary purpose of the internship is to bridge the gap between theory and professional practice. It is an opportunity to learn, first-hand, the inner workings of a leisure service and/or health care delivery system and to further develop the competencies and self-assurance necessary for a professional career in the field.

### **2. When do I conduct my internship?**

The internship is a capstone experience that may occur in the fall, spring, or summer of a student's senior year of study. Juniors may take the internship during the summer leading into their senior year if all pre-requisite coursework has been completed.

### **3. How many academic credits are associated with the internship?**

The internship is a 14-16 credit academic experience whereby you will earn one academic credit per week of internship work (e.g. 14 credits = 14 weeks/560 hrs, 15 credits = 15 weeks/600 hrs, 16 credits = 16 weeks/640 hrs.).

### **4. What are the tuition costs associated with the internship?**

Tuition costs for the internship are the same as a regular full semester if taken during the **fall or spring semester**. If the internship is taken during the **summer**, tuition costs are based on 14-16 credits per credit hour charge (e.g. per credit hour charge x 14-16 credits). Per credit hour charges for summer courses are set by the University each year and will be different for in state and out of state students. Students who are 50 miles outside of Durham, NH may petition to waive the mandatory student fees associated with the internship course by completing a petition of variance form, obtaining confirmation/signature from the RMP Internship Coordinator, and processing for final approval with the Director of Business Services, room 2A Admin Stoke Hall (phone: 862-1478).

### **5. Who is eligible to conduct an internship?**

Eligible students are in good academic standing with the department and have completed all pre-requisite coursework (see attached list of pre-requisite courses). Students conducting a **fall or spring** internship must receive departmental approval, register for RMP 664 during their regular advising time, and process the completed/signed UNH Letter of Agreement with the Internship Coordinator by the Friday before the start of the fall or spring semesters. Students conducting a **summer** internship, must receive departmental approval, process the completed/signed UNH Letter of Agreement with the Internship Coordinator, register, and pay for RMP 664 by the last Friday in May. Students should understand that these steps cannot be accomplished in a short time frame and are expected to commit to this process during the semester in which they are enrolled in RMP 654 (pre-internship course). Students who are not able to meet these deadlines for fall, spring, or summer internship will not be eligible for the internship during those terms.

### **6. How and when do I register for the internship?**

If you are conducting a **summer** internship, you will obtain permission from the Internship Coordinator after submitting the required internship paperwork. You do not have a RAC# in the summer, but you still have to log on to the Webcat system to register. Register for RMP 664 (14-16 credits). Please note that Webcat registration closes for summer session relatively quickly after spring semester ends so do not delay with your registration or you will be required to "add" the course, which can be problematic because the RMP faculty may have already left for the summer session. Students who are eligible for a summer internship are those who have completed all of the required internship paperwork, have registered, and paid for the RMP 664 course by the **last Friday in May**. If a student is not able to complete these steps by this deadline, then he/she is not eligible for the summer internship experience.

If you are doing a **fall or spring** internship, register as you normally do during your designated registration time during the semester. You need to get your RAC# from your academic advisor, and will need to get permission from the Internship Coordinator (you may not have the required internship paperwork yet, which is okay). You still have to log onto the Webcat system to register during your window of time using your RAC#. You will register for RMP 664 (14-16 credits).

## 7. How do I find an internship?

You will be guided through the search process in the RMP 654 course (Professional Development and Ethics; 2-credits), which is taught by the RMP Internship Coordinator. This course prepares students for the internship experience through the identification of career goals and the selection of an approved internship site. Students will obtain the RMP Internship Manual, which includes forms and specific procedures for the internship experience. All sites must be approved prior to acceptance (see attached PEM & TR Experience Areas for sample job duty expectations). A portfolio emphasizing process skills in resume/cover letter construction, interviewing techniques, establishing internship goals and objectives, and self-assessment will be developed in the pre-internship course. You may also utilize the following university and departmental resources to assist in the search process:

- **Web-based RMP internship database** (<https://chhs-csm.symlicity.com/>) An online database of over 150 internship sites in Program and Event Management (PEM) & Therapeutic Recreation (TR). Contact information is provided for each site, however, it is highly suggested to cross-reference the online entry with your own online research as well as the hard copy files in the Internship Room off of 108 Hewitt Hall.
- **RMP internship file cabinet** located in reserve reading room off of Room 108 Hewitt Hall: Hard copy files of internship sites in PEM and TR. Files typically contain an internship description form, contact information, brochures/collateral materials, site-specific internship manual, and/or previous RMP intern evaluations.
- **University Advising & Career Center:** Utilize the UACC to help prepare your internship application. They provide services including resume reviews, practice interview days, career and internship fairs, and an online internship database called Wildcat Careers ([www.wildcatcareers.unh.edu](http://www.wildcatcareers.unh.edu)), which lists internship/job postings.
- **RMP faculty, RMP peers, RMP alumni, and family members:** Most internship experiences are found by word of mouth. Work with your RMP faculty to identify potential sites based on your interest area; speak with your family members who have professional connections; discuss internship opportunities already completed by your RMP peers; network with RMP alumni (see RMP alumni bulletin board in Hewitt Hall).

## 8. Can I get a paid internship?

Yes, however, we do not require payment and there are very few paid internships in TR. Those sites that do pay interns have varied payment structures with some paying hourly rates (\$8-\$10/per hour) and others paying a stipend ranging from \$1,500-3,000. Other perks to consider: free or discounted housing/meals/parking, clothing/attire, & travel expenses to attend professional conferences/events.

## 9. Is there academic work associated with the internship?

Yes, because this is a 14-16 credit academic experience you will complete academic work. You will complete weekly time sheets, bi-weekly Blackboard discussion posts, formative & summative papers, a special project/report, supervisor evaluation forms at mid-term & final, & a summative resource notebook. The Internship Manual details all of the academic assignments, so it is imperative that you have purchased the manual during the pre-internship course (RMP 654).

## 10. How is the internship graded?

All interns are graded on a credit/fail basis. All requirements described within the RMP Internship Manual must be satisfactorily met before credit will be awarded.

## 11. Who supervises me while on internship?

You will work closely with an on-site internship supervisor who regularly guides and mentors you throughout the internship experience. You will also be assigned an RMP faculty member to serve as your university supervisor. He/she will monitor your learning experience, review and comment on your academic work, perform a mid-term site visit or phone check-in, conduct your exit interview, and assign your final grade. **TR students must be supervised by a CTRS** who has held the credential for at least **one year**. TR students who are interning in a state that also has licensure **must** be supervised by a state licensed CTRS (states with licensure: NH, NC, OK, UT; states pursuing licensure: NY, ME, WV).

## 12. Where have previous RMP students completed their internships?

Previous RMP students have conducted internships across a variety of service settings in the U.S. and abroad. See the attached sample list of sites. **TR students** must complete their internship with an agency that meets **NCTRC's fieldwork requirements** (see attached TR Experience Areas), thus the PEM sample list is **NOT** applicable for TR students.



**13. Can I take other classes while interning?**

We discourage you from taking other courses while interning. The internship experience is a rigorous full-time job and must be your priority during that time. Although not suggested, you may petition to take a course concurrently with your internship by completing the petition of variance with your academic advisor and the Internship Coordinator. You will also need to provide written approval to take the course from your on-site internship supervisor.

**14. Will I have time for a job on the side?**

Another job on the side is not encouraged, but we understand you may need to pick up part-time hours in the evenings or on weekends. You will **not** have time for a full-time job on the side. You will need to provide written approval to work a part-time job on the side from your on-site internship supervisor.

**15. What if I have more questions about the internship?**

Contact: Jen Frye, M.S., CTRS/L  
Clinical Assistant Professor  
Internship Coordinator  
Department of Recreation Management and Policy  
Room 192 Hewitt Hall  
Durham, NH 03824  
Phone: (603) 862-1238  
Email: [jen.frye@unh.edu](mailto:jen.frye@unh.edu)

(updated 1.15)

## MEMO OF UNDERSTANDING FOR RMP INTERNSHIP (RMP 664)

### REGISTRATION AND TUITION REQUIREMENTS

I, \_\_\_\_\_ acknowledge that I have reviewed and understand the following registration and tuition requirements of the RMP internship experience (RMP 664):

- The RMP 664 course is the Discovery Capstone requirement for my degree in RMP. I understand that it is a full-time, 40 hours per week, 14-16 week experience that I may take during fall, spring, or summer session. I understand that the internship is a continuous experience, which means I will not be taking vacations or extended time off during this time unless extenuating circumstances apply (e.g., health issues, death in the family).
- I understand that the RMP internship is a 14-16 credit academic experience whereby I will earn one academic credit per week of internship work (e.g. 14 credits = 14 weeks/560 hrs. 15 credits = 15 weeks/600 hrs. 16 credits = 16 weeks/640 hrs.). Upon successful completion of the internship, these credits will be reflected on my official transcript.
- I understand the following tuition costs associated with this experience, and agree to share this information immediately with whoever is my financial support system. If I receive financial aid, I will talk to the Business Services Center now about the tuition costs associated with RMP 664. I understand that if I do not have this conversation with my financial support system now, I may not be able to start my internship as planned and this may delay my graduation from the RMP program.

**Fall or Spring Semesters:** Tuition costs for the internship are the same as a regular full semester if taken during the fall or spring semester. I will register and be billed as usual. If I am interning 50 miles outside of Durham, NH, I can petition to waive the mandatory fees associated with tuition. I understand that to be eligible for a fall or spring internship, I must receive departmental approval, register for RMP 664 during my regular advising time, and process the completed/signed UNH Letter of Agreement with the Internship Coordinator by the Friday before the start of the fall or spring semesters. I understand that these steps cannot be accomplished in a short time frame and will commit to this process during the semester in which I am taking RMP 654 (pre-internship course).

**Summer Session:** If the internship is taken during the summer, tuition costs are based on 14-16 credits per credit hour charge (e.g. per credit hour charge x 14-16 credits). I am expected to pay at the time of registration. If I am interning 50 miles outside of Durham, NH, I can petition to waive the mandatory fees associated with summer tuition. I understand that to be eligible for a summer internship, I must receive departmental approval, process the completed/signed UNH Letter of Agreement with the Internship Coordinator, register, and pay for RMP 664 by the last Friday in May. I understand that these steps cannot be accomplished in a short time frame and will commit to this process during the semester in which I am taking RMP 654 (pre-internship course).

**Tuition Refund Policy for fall/spring semesters & summer session:** A 100% tuition refund (excluding the registration fee) is available to students who withdraw from courses before the first day of the term in which the course is offered. A 50% tuition refund is available to students who withdraw from courses between first day of the term and the add/drop course deadline for that term.

By signing and printing my name below, I acknowledge that I understand these registration and tuition requirements and that this memo will be included in my academic file.

---

Student Signature

Print Name

Date

## **RMP 664: RMP Internship**

### **PRE-REQUISITE COURSEWORK**

To be eligible for the Internship, all students must have completed the following RMP core courses with a grade of C or better:

RMP	490	Recreation and Leisure in Society
RMP	501	Recreation Services for Individuals with Disabilities
RMP	557	Program and Event Design
RMP	563	Practicum (CR)
RMP	654	Professional Development and Ethics
Other		Current certification in Basic First Aid & CPR (infant, child, adult)

Additionally, students will have completed the following options-specific courses with a grade of C (or CR) or better in the RMP TR courses

#### **Therapeutic Recreation Option:**

RMP	502	Foundations of Therapeutic Recreation
RMP	503	Therapeutic Recreation Rehabilitation Principles & Interventions
RMP	504	Therapeutic Recreation Mental Health Principles & Interventions
RMP	612	Therapeutic Communication & Facilitation Techniques in TR
RMP	613	Interventions & Documentation in TR
RMP	614	Assessment & Treatment Planning in Therapeutic Recreation
RMP	615	Clinical Treatment Lab II (CR)

TR Students must complete the following option requirements with a C- or better.

HDFS	525	Human Development
PSYC	401	Introduction to Psychology
PSYC	561	Abnormal Behavior
BMS	507/508	Human Anatomy and Physiology
KIN	652/3	Clinical Kinesiology

## INTERNSHIP EXPERIENCE AREAS FOR THERAPEUTIC RECREATION OPTION

The National Council for Therapeutic Recreation Certification (NCTRC) defines an acceptable internship as one that uses the “therapeutic recreation process”. This process is defined in NCTRC’s 2014 job analysis study and identifies the following job responsibilities as entry-level job tasks. Although a student may not work in, or have responsibilities with all of these areas on a day-to-day basis, they should be exposed to them and gain familiarity with all aspects of the TR process. Students should strive to include as many areas as possible in their internship experience. Those areas that are not part of a student's work responsibilities can be picked up through extra work, communication with your supervisor, fellow employees, etc.

### Professional Relationships and Responsibilities

- Establish and maintain effective working relationships with person(s) served, co-workers, allied departments, and external customers
- Create and maintain a safe and therapeutic environment
- Maintain CTRS and required state credential(s)
- Participate in in-service training and staff development
- Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards
- Enhance professional competence through additional credentials
- Enhance professional competence through contribution to the TR/RT field (e.g., professional presentations, research, attending conferences)
- Support the development of evidence-based practices
- Adhere to professional standards of practice and code of ethics
- Participate in quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews)
- Participate in agency/professional committees

### Assessment

- Request and secure referrals/orders from professionals or other sources
- Obtain and review pertinent information about person(s) served (e.g., records or charts, staff, support system)
- Select and/or develop assessment methods based on validity, reliability, and needs of the person(s) served and setting (e.g. interview, observation, task performance, established instruments)
- Establish therapeutic relationship with person(s) served
- Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure lifestyle functioning, and environmental factors
- Analyze and interpret results from assessments
- Integrate, record, and disseminate results to identified others (e.g., person(s) served, treatment team)

### Plan Interventions and/or Programs

- Discuss results of assessment and involve the person(s) served or identified others (e.g., parent or legal guardian, support system, treatment team, service providers) in the design of individualized

### intervention plan

- Develop and document individualized or group intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan
- Develop and/or select interventions and approaches to achieve individual and/or group goals
- Develop and/or select protocols for individual and/or group session(s)
- Utilize activity and/or task analysis prior to interventions/programs
- Select adaptations, modifications, and/or assistive technology as needed

### Implement Interventions and/or Programs

- Explain the purpose and outcomes of the intervention/program and steps to be followed to the person(s) served and/or identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
- Implement individual and/or group session(s), protocols, and/or programs
- Use leadership, facilitation, and adaptation techniques to maximize therapeutic benefit
- Monitor and address safety concerns throughout the intervention/program
- Observe person(s) served for response to intervention/program and document important data (e.g. interaction with others, group, or therapist)
- Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed

### Evaluate Outcomes of Interventions and Programs

- Evaluate changes in functioning of the person(s) served
- Determine effectiveness of individual intervention plan and/or program and adjust as needed
- Revise individualized intervention plan and/or program as necessary with input from the person(s) served and identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
- Evaluate individual's need for additional, alternative, or discharge of services
- Determine effectiveness of protocols, modalities, and/or programs for targeted groups

### **Document Intervention Services**

- Document participation and adherence to intervention
- Document behavioral observations, progress, functioning, and intervention outcomes of the person(s) served
- Document occurrences, accidents, and incidents relating to risk management
- Document protocols and modalities
- Document program effectiveness

### **Treatment Teams and/or Service Providers**

- Identify the treatment team/community partners, including person(s) served
- Provide information to team members and community partners concerning available TR/RT services and outcomes
- Communicate information regarding person(s) served to team members and community partners in a timely and appropriate manner (e.g., behavioral changes, functional status)
- Coordinate or integrate intervention plan with other service providers and community partners for the person(s) served (e.g., care planning, discharge/transition plan)
- Develop and provide collaborative services with other team members and community partners as necessary (e.g., co-treatment)

### **Develop and Maintain Programs**

- Maintain equipment and supply inventory
- Plan and coordinate support services (e.g., transportation, housekeeping, dietary)
- Maintain program budget and expense records
- Develop and distribute schedules (e.g., programs, special events, programming changes)
- Identify funding sources
- Conduct an initial and/or on-going organizational/departmental needs assessment for TR/RT service delivery (e.g. populations served, internal and external resources)
- Conduct ongoing program evaluation
- Follow risk management practices

### **Manage TR/RT Services**

- Comply with standards and regulations (e.g., government, credentialing, agency, professional)
- Prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures)
- Confirm that programs are consistent with agency mission and TR/RT service philosophy and goals
- Recruit, train, educate, supervise, and evaluate professionals, paraprofessionals and/or volunteers (e.g., plan in-service training, develop staffing schedules)
- Provide staff development and mentorship, including clinical supervision
- Develop, implement and/or maintain TR/RT internship program
- Prepare, implement, evaluate, and monitor TR/RT service annual budget
- Support research programs or projects
- Develop and conduct quality improvement plan and report results
- Write summary reports of TR/RT services
- Identify, obtain, and manage supplemental funding (e.g., grants, donations, endowments, fundraisers)

### **Awareness and Advocacy**

- Establish and maintain network with organizations and advocates (e.g., community partners/agencies, universities, health-related professionals, and consumer groups)
- Advocate for the rights of person(s) served (e.g. access, inclusion, independence, transportation)
- Provide education to internal and external stakeholders regarding TR/RT services
- Promote the organization, TR/RT services, and the profession through marketing and public relations
- Monitor legislative and regulatory changes that impact TR/RT services and person(s) served.

## **SAMPLE LIST OF THERAPEUTIC RECREATION PLACEMENTS**

### Physical Rehabilitation and Medicine

Brooke Army Medical Center at Fort Sam Houston, San Antonio, TX  
Spaulding Rehabilitation Hospital, Boston, MA  
Northeast Rehabilitation Hospital, Salem, NH  
Crotched Mountain Rehabilitation Center, Greenfield, NH  
Shepherd Center, Atlanta, GA  
Lakeshore Foundation, Birmingham, AL  
Craig Rehabilitation Hospital, Denver, CO  
Casa Colina Rehabilitation Hospital, Pomona, CA  
Kernan Hospital, Baltimore, MD  
Magee Rehabilitation Hospital, Philadelphia, PA  
National Institutes of Health, Bethesda, MD  
UNC Chapel Hill Hospitals, Chapel Hill, NC  
Whittier Rehabilitation Hospital, Haverhill, MA  
Gaylord Hospital, Wallingford, CT  
Burke Rehabilitation Hospital, White Plains, NY  
Bridgeport Hospital, Bridgeport, CT  
Maine Medical Center/New England Rehabilitation Hospital, Portland, ME

### Psychiatric/Mental Health

New Hampshire Hospital, Concord, NH  
Inner Harbour, Douglasville, GA  
Children's Psychiatric Hospital, Albuquerque, NM  
Institute on Living, Hartford Hospital, Hartford, CT  
Bridgeport Hospital, West Haven, CT  
Portsmouth Regional Hospital, Behavioral Health Unit, Portsmouth, NH

### Long-term Care

Sentry Hill, York, ME  
Sutton Hill/Genesis Eldercare Network, N. Andover, MA  
Ridgewood Center/Genesis, Bedford, NH  
Havenwood Heritage Heights, Concord, NH  
NH Veterans Home, Tilton, NH  
River Ridge Center, Kennebunk, ME  
Brooks Rehabilitation Center, Bartram Campus, Jacksonville, FL

### Community-Based

Northeast Passage, Durham, NH  
Sun Valley Adaptive Sports, Sun Valley, ID  
Out and About, Lafayette, CO  
Breckenridge Outdoor Education Center, Breckenridge, CO  
Bradford Woods, Martinsville, IN  
Boulder Parks and Recreation EXPAND Program, Boulder, CO

Eugene Adaptive Recreation Services, Eugene, OR  
San Diego Parks and Recreation, TR Division, San Diego, CA  
Denver Parks and Recreation, TR Division, Denver, CO  
National Ability Center, Park City, UT  
King Adult Day Enrichment Program/Rocky Mountain MS Center, Denver, CO  
Palm Beach County Parks and Recreation, TR Division, Palm Beach, FL  
The Janet Pomeroy Center, San Francisco, CA  
Big Bear Mountain, Big Bear Lake, CA

### Veteran's Administration

VAMC, Brockton, MA  
VAMC, Bedford, MA  
VAMC, Connecticut Healthcare System, W. Haven, CT  
VAMC, Richmond, VA

### Veteran Focused Programs, not in VA Administration

Higher Grounds, Sun Valley, ID  
NH Veterans Home, Tilton, NH  
Northeast Passage, Durham, NH

### Schools

MA Hospital School, Canton, MA  
Granite School District, Salt Lake City, UT  
Northeast Passage, TREK Program, Durham, NH

### Children's Hospitals

Boston Children's Hospital, Boston, MA  
Children's Hospital, New Orleans, LA  
Denver Children's Hospital, Denver, CO  
Weisman's Children's Hospital, Marlton, NJ  
Voorhees Pediatric Facility, Voorhees, NJ  
Children's Hospital of Philadelphia, Philadelphia, PA  
Texas Scottish Rite Hospital for Children, Dallas, TX  
Mount Washington Pediatric Hospital, Baltimore, MD  
Kennedy Krieger Institute, Baltimore, MD

### Behavioral Health/Wilderness

SOAR, Balsam, NC  
Children's Village, Dobbs Ferry, NY

**If you know of a place that has not had an intern before, they can go online and register now.  
See the information below for more details.**



**University of  
New Hampshire**

**Do you offer internship opportunities?**  
The UNH Department of Recreation Management & Policy has launched a new **powerful** internship database management system.

- Online applications
- Online management of your internship opportunities

Register with us at: [chhs-csm.symplicity.com](http://chhs-csm.symplicity.com)

For more information on our internship program visit:  
[chhs.unh.edu/rmp/internships](http://chhs.unh.edu/rmp/internships)



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