

# Recreation Management & Policy

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

### Faculty

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# Recreation Management & Policy: Therapeutic Recreation

The logo consists of the letters 'RMP' in a white, bold, sans-serif font, centered within a solid blue square.

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

A blue square containing the white text 'RMP' in a bold, sans-serif font.

## **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



RMP

## 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>

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.

## Core Requirements

All majors must complete a core curriculum of seven courses.

COURSE	TITLE	CREDITS
<a href="#"><u>RMP 490</u></a>	Recreation and Leisure in Society <sup>1</sup>	4
<a href="#"><u>RMP 501</u></a>	Recreation Services for Individuals with Disabilities	4
<a href="#"><u>RMP 557</u></a>	Program and Event Design	4
<a href="#"><u>RMP 563</u></a>	Recreation Management and Policy Practicum	2
<a href="#"><u>RMP 654</u></a>	Professional Development and Ethics	2
<a href="#"><u>RMP 764</u></a>	Internship	14-16
<a href="#"><u>RMP 724</u></a>	Grantsmanship, Evaluation, and Research	4
<b>Total Credits</b>		<b>34-36</b>

<sup>1</sup> RMP majors cannot count [RMP 490](#) Recreation and Leisure in Society toward the University Social Sciences requirement.

In addition to required core courses, students who choose this option must meet the following departmental requirements:

COURSE	TITLE	CREDITS
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**Therapeutic Recreation Course Requirements**

<u>RMP 500</u>	Therapeutic Recreation Methods in Physical Rehabilitation Settings	1
<u>RMP 502</u>	Foundations of Therapeutic Recreation	4
<u>RMP 503</u>	Therapeutic Recreation Rehabilitation Principles & Interventions	4
<u>RMP 504</u>	Therapeutic Recreation Mental Health Principles and Interventions	4
<u>RMP 612</u>	Therapeutic Communication and Facilitation Techniques in Therapeutic Recreation	4
<u>RMP 613</u>	Interventions and Documentation in Therapeutic Recreation	3
<u>RMP 614</u>	Assessment and Treatment Planning in Therapeutic Recreation	4
<u>RMP 615</u>	Clinical Lab in Therapeutic Recreation	2
<u>RMP 705</u>	Management and Policy in Therapeutic Recreation	4

**Required Support Courses**

<u>BMS 507</u>	Human Anatomy and Physiology I	4
<u>BMS 508</u>	Human Anatomy and Physiology II	4

COURSE	TITLE	CREDITS
<u>HDFS 525</u>	Human Development	4
<u>KIN 652</u>	Clinical Kinesiology	4
<u>KIN 653A</u>	Musculoskeletal Assessment	2
<u>PSYC 561</u>	Abnormal Behavior	4
Statistics - Select one of the following		4
<u>PSYC 402</u>	Statistics in Psychology	
<u>SOC 502</u>	Statistics	
<b>Total Credits</b>		<b>56</b>

### Professional Internship

A supervised internship ([RMP 764](#) Internship) is required of all majors and serves as their **major capstone requirement**. The internship is designed to create a bridge between theory and practical application. Students, working with their advisers and the internship coordinator, select an appropriate setting based on their professional and career interests. They must register for a 14-16 credit full-time internship that ranges from 14 to 16 weeks and is under the supervision of a qualified professional. Specific requirements are identified in the *Internship Manual* available from the Department of Recreation Management and Policy.



# 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 [Matt Frye](#).
- 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 [Matt Frye](#).
- 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 Status

## 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 and will be dropped from enrollment in RMP courses the semester following exclusion.

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

**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 764).

### 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

The Department of RMP takes issues of academic dishonesty very seriously. Incidents of academic dishonesty represent a serious violation of trust upon which the program and profession depend upon. Academic dishonesty will not be tolerated and students are expected to understand and adhere to the contents of UNH Student Rights, Rules, and Responsibilities Handbook, including rules covering plagiarism, cheating, and academic dishonesty.



# RMP Academic Advising and Faculty Mentor Procedures and Responsibilities

As an RMP major you will be assigned an **academic advisor** and a **faculty mentor**. Your academic advisor will guide you in planning your courses for the duration of your RMP status. Your faculty mentor will assist you with your professional interests and aligning your career goals with your full semester internship requirement.

As you progress through your academic path you will meet with your academic advisor a minimum of twice a year, 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 attention during the periods prior to registration and 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 Academic Advisor for assistance on how to set up an appointment with him or her.

Students should come to their advising appointments with a list of potential courses. This is particularly true of discovery 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 discovery requirements for its students, students are given the freedom to choose courses that interest them in many discovery 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 Academic Advisor is to ensure that students receive adequate guidance with respect to Major Requirements. Courses which meet Major Requirements are listed on advising worksheets (kept in the student's academic file) and degree works (located in your webcat account). These courses are limited to RMP core and option 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 degree works at any time or their file during normal office hours by contacting the RMP Administrative Assistant or Academic Advisor.

You are encouraged to meet with your Faculty Mentor as you proceed through the curriculum to discuss career goals and advice on career planning. At a minimum, you will meet with your Faculty Mentor in four required meetings as part of your existing coursework and prior to your internship. Although your Faculty Mentor will assist you with aligning your career goals with your internship, it is ultimately the student's responsibility to secure an internship that meets departmental requirements.

Your Academic Advisor and Faculty Mentor will work with you to the extent needed to help answer any questions you may have and to assist you in planning for your course work and internship.

**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 advisors will not count credits needed towards graduation nor will they assure students that all graduation requirements (discovery, writing intensive and inquiry) 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.**

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

### 1. What is the internship?

The RMP 764 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 therapeutic recreation. 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 the therapeutic recreation profession 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 the student has been in the RMP major for at least 3 semesters prior to the internship and all pre-requisite coursework has been completed, with your professional mentor's approval.

### 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 for all semesters by emailing Abby Flores in the Business Services Office at [abby.flores@unh.edu](mailto:abby.flores@unh.edu). In your email, please state your major, student ID number, semester you are heading on internship, and where you will be conducting your internship including the mileage from the UNH campus to the site. Request to have the mandatory fees waived that are associated with tuition.

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

Eligible students are in good academic standing with the department and completed 3 full semesters as an RMP major, and also finished 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 764 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, and register for RMP 764 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 will not be eligible for the internship during their scheduled semester and will need to complete their internship the following semester.

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

If you are conducting a **summer** internship, you will be registered during the first week of May by the department. Please let the Internship Coordinator know prior to May 1 if you need an internship that is greater than 14 weeks/14 credits. 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 764 course by the **last Friday in May**. If you are not able to complete these steps by this deadline, then you are 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. You still have to log onto the Webcat system to register during your window of time using your RAC#. You will register for RMP 764 (14-16 credits), depending on your credit needs.

**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 access the RMP Internship Manual on the Canvas site in both RMP 654 and 764, which includes forms and specific procedures for the internship experience. All sites must be approved prior to your acceptance of the internship position (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.symplicity.com/>) An online database of over 150 internship sites in Program & 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.
- **UNH Career and Professional Success:** Utilize CaPS 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. CHHS has a CaPS employee (Lauren Haley) located in Hewitt Hall for your convenience.
- **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, it is not required that you be paid 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 Canvas discussion posts, formative & summative papers, a special project/report, supervisor evaluation forms at mid-term & final, & a summative portfolio. The Internship Manual details all of the academic assignments, so it is imperative that you have reviewed the manual during the pre-internship course (RMP 654) and throughout your internship.

**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 currently with licensure: NH, NC, OK, UT).

**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).

**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 request to take a course concurrently with your internship by getting written approval from your Professional Mentor 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 and your professional mentor.

**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 109 Hewitt Hall  
Durham, NH 03824  
Phone: (603) 862-1238  
Email: [jen.frye@unh.edu](mailto:jen.frye@unh.edu)

## MEMO OF UNDERSTANDING FOR RMP INTERNSHIP (RMP 764)

### REGISTRATION AND TUITION REQUIREMENTS

I, \_\_\_\_\_ acknowledge that I have reviewed and understand the following registration and tuition requirements of the RMP internship experience (RMP 764):

- The RMP 764 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). **TR students:** If you are planning to sit for the NCTRC examination, you may need to complete a second internship if there were significant interruptions in your 14-16 consecutive week internship.
- 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 whomever 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 764. 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 in the same manner as a typical semester. If I am interning 50 miles outside of Durham, NH, I can request 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 764 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). If I am interning 50 miles outside of Durham, NH, I can request 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, and register for RMP 764 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



## INTERNSHIP CHECKLIST of PREREQUISITES

The following is a checklist of requirements and procedures for the potential intern. All requirements must be met before approval for the internship is provided. Use this for your own purposes; you do not have to turn this in to the instructor.

### PRE-REQUISITE COURSEWORK

- |                          |              |   |
|--------------------------|--------------|---|
| <input type="checkbox"/> | RMP 490      | Recreation and Leisure in Society                             |
| <input type="checkbox"/> | RMP 501      | Recreation Services for Individuals with Disabilities         |
| <input type="checkbox"/> | RMP 557      | Program and Event Planning                                    |
| <input type="checkbox"/> | RMP 563      | Practicum   |
| <input type="checkbox"/> | RMP 654      | Professional Development and Ethics                           |
| <input type="checkbox"/> | CPR/FirstAid | Basic First Aid and Adult/Pediatric CPR (or equivalent cert.) |

**Additionally, students will have completed the following courses:**

### *Therapeutic Recreation*

- |                          |          |   |
|--------------------------|----------|---|
| <input type="checkbox"/> | RMP 502  | Foundations of Therapeutic Recreation                       |
| <input type="checkbox"/> | RMP 503  | TR Rehabilitation Principles and Interventions              |
| <input type="checkbox"/> | RMP 504  | TR Mental Health Principles and Interventions               |
| <input type="checkbox"/> | RMP 612  | Therapeutic Communication and Facilitation Techniques in TR |
| <input type="checkbox"/> | RMP 613  | Interventions and Documentation in TR                       |
| <input type="checkbox"/> | RMP 614  | Assessment and Treatment Planning in TR                     |
| <input type="checkbox"/> | RMP 615  | Clinical Treatment Lab II                                   |
| <input type="checkbox"/> | HDFS 525 | Human Development   |
| <input type="checkbox"/> | PSYC 561 | Abnormal Behavior   |
| <input type="checkbox"/> | BMS 507  | Human Anatomy & Physiology I                                |
| <input type="checkbox"/> | BMS 508  | Human Anatomy & Physiology II                               |
| <input type="checkbox"/> | PSYC 402 | Introduction to Statistics                                  |

## 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.

## Sample List of RMP Internship Placements

This list is a sampling of recent RMP internship placements for TR students. For more information on a specific site listed below, please search the on-line internship database (<https://chhs-csm.symplicity.com>) or speak with your professional mentor. This does not represent an inclusive list.

### **THERAPEUTIC RECREATION**

#### **PHYSICAL REHABILITATION**

Bartram Campus, Brooks Rehabilitation	Jacksonville, FL
Crotched Mountain Rehab	Greenfield, NH
National Institute on Health	Washington, DC
Institute on Living	Hartford, CT
John T. Mather Memorial Hospital	Long Island, NY
Northeast Rehabilitation Hospital	Salem, NH/Portsmouth, NH
Maine Medical Center	Portland, ME
MedStar National Rehabilitation Hospital	Washington, DC
Mt. Ascutney Hospital	Windsor, VT
Sharp Grossman Hospital	San Diego, CA
Spaulding Rehabilitation Hospital	Boston, MA
Sunnyview Rehabilitation Hospital	Schenectady, NY

#### **MENTAL/BEHAVIORAL HEALTH & CORRECTIONS**

Atascadero State Hospital	Atascadero, CA
Bridgeport Hospital	Bridgeport, CT
Federal Medical Center (FMC)	Devens, MA
New Hampshire Hospital	Concord, NH
Portsmouth Regional Hospital, Behavioral Health Unit	Portsmouth, NH
Recovery Ways	Utah
SpringBrook Behavioral Health Systems	Travelers Rest, SC

#### **LONG TERM CARE/ASSISTED LIVING FACILITIES**

Hebrew Senior Life at New Bridge on Charles	Dedham, MA
Mountain View Community Nursing Home	Ossipee, NH
St. Andre's	Biddeford, ME
Sutton Hill Center	Andover, MA

#### **COMMUNITY BASED**

Adaptive Sport Center	Crested Butte, CO
Bend Parks and Recreation	Bend, OR
Bradford Woods	Bloomington, IN
National Ability Center	Park City, UT
Higher Ground	Sun Valley, ID
National Ability Center	Park City, UT
Northeast Passage	Durham, NH
Out and About	Boulder, CO
Virginia Beach Parks & Recreation	Virginia Beach, VA

**VETERANS ADMINISTRATION**

Bedford VA Medical Center  
Brockton VA  
McGuire VA  
VA Connecticut

Bedford, MA  
Brockton, MA  
Richmond, VA  
Connecticut

**CHILDRENS' HOSPITALS**

Boston Children's Hospital  
Franciscan Children's Hospital  
Kennedy Krieger  
Pappas Rehabilitation Hospital for Children  
Mount Washington Pediatric Hospital  
Wake Forest University Baptist Medical Center

Boston, MA  
Brighton MA  
Baltimore, MD  
Canton, MA  
Baltimore, MD  
Winston-Salem, NC