

**APPENDIX B**  
**INTERNSHIP EXPERIENCE AREAS**  
**THERAPEUTIC RECREATION**  
**Department of Recreation Management and Policy**  
**University of New Hampshire**

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.

