SAN JOSE STATE UNIVERSITY

THERAPEUTIC RECREATION INTERNSHIP & PRACTICUM LEARNING CHECKLIST

Based Upon the Job Tasks of a Certified Therapeutic Recreation Specialist

Job Task Analysis #50: It is the job of a TR specialist to develop, implement and/or maintain TR/RT internship program in accordance with legal requirements and professional guidelines

Student interns and TR Practitioners use this checklist to organize and prioritize student learning. Upon completion of the semester, all student interns will have check off as many items on the list as is feasible and fitting. The items within each month need not be chronological. You may complete any item within a month in the order that works best for the agency and all parties.

THINGS TO EXPERIENCE 1-4 TIMES: Set these into the schedule.

- Observe & participate in in-service training and staff development. 4
- Observe the preparation and reporting of quality improvement data 53
- Observe summary reports of TR/RT Services. 54
- Participate in quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews). 8
- Attend a conference (ATRA (March and October), BATRA (x3-4/year), or CPRS TR symposium (March).

1ST MONTH: ORIENTATION, OBSERVATION, AND LEARNING

*** Practicum Students are typically limited to the checklist items within MONTH #1.

Introduction:

- Facility Tour, Introduction to all staff as an academic and clinical intern
- Professionalism: professional behavior.
- Basic protocols about how to interact with client population as a newcomer to the environment.
- View components of agency or TR/RT Service plan of operation.
- Review personnel, intern, and volunteer supervision and management procedures.
- Concepts of TR/RT at this facility (e.g., holistic approach, recreation experiences, special/adaptive recreation, inclusive recreation, using recreation as a treatment modality). 20
- Type of service delivery systems (e.g., health, leisure services, education and human services). 50
- Identify practice settings (e.g., hospital, long-term care, community recreation, correctional facilities) 21. Type of service delivery systems (e.g., health, leisure services, education and human services). 50
- Identify models of TR/RT used for service delivery (e.g., Leisure Ability model, Health Protection/Health Promotion model, TR Service Delivery model). 22
- Payment system (e.g., managed care, PPO, private contract, Medicare, Medicaid, DRG). 59
- Basic methods of compliance with standards and regulations (e.g., government, credentialing, agency, professional). 44
- Purpose and techniques of activity/task analysis. 43
- Program design relative to population served. 49
- Identify all major professional associations and organizations (direct and indirect) 71
- Role and function of other health and human service professions and of interdisciplinary approaches. 52
- Documentation procedures for program accountability, and payment for services. 53
- Plan and coordinate support services (e.g., transportation, housekeeping, dietary). 41
- Professionalism: professional development. 64
- Discuss exam preparation and plans for completing and submitting certification paperwork.
- Facility and equipment management. 60

Updated December 9, 2013
Important Documents to Skim/Read and become familiar (their basic contents and physical location for storage at the facility).

- Components of agency or TR/RT Service plan of operation. 57
- Accreditation standards and regulations (e.g., JCAHO, CARF, CMS). 63
- *Become exposed to the standards and regulations (e.g., government, credentialing, agency, professional). 44
- MSDS sheets and binder
- Policy and Procedure manuals (agency, unit, and RT)
- NTRS & ATRA Code of Ethics, NTRS & ATRA Standards of Practice, NCTRC Job Analysis,
- Commit to adherence to professional standards of practice and code of ethics. 7
- Evaluating agency or TR/RT Service program. 55
- Quality improvement guidelines and techniques (e.g., utilization review, risk management, peer re-view, outcome monitoring). 56

Client Interaction & Facilitation of Interventions

- Observe how to establish and maintain therapeutic relationship with person served. 1
- Observe how to create and maintain a safe and therapeutic environment. 2
- Observe the use leadership and facilitation techniques to maximize therapeutic benefit (e.g., role-modeling, reflective listening). 24
- Observe the RT as the monitor and address safety concerns throughout the intervention/program. 25
- Observe person served for response to intervention/program and note important data (e.g., inter-action with others, group, or therapist). 26
- Observe the nature and diversity of recreation and leisure activities. 42
- Observe leisure education/counseling. 44

Client Assessment

- Obtain and review pertinent information about person served (e.g., records or charts, staff, support system). 11
- Observe the selection and/or development of assessment methods based on needs of the person served and setting (e.g., interview, observation, task performance, established instruments). 12
- Discuss the criteria for selection and/or development of assessment (e.g., purpose, reliability, validity, practicality, availability). 26
- Observe client assessments (try to observe more than one RT so you can obtain a diverse perspective). What interview techniques did you learn? Ask the RT to share techniques they use. 29
- Observe the RT discuss results of assessment and involve the person served or appropriate others (e.g., parent or legal guardian, support system, treatment team, ser-vice providers) in the design of individualized intervention plan. 16
- Read and review the central TR assessment with the RT. Ask the RT about the criteria for selection and/or development of this particular assessment (e.g., purpose, reliability, validity, practicality, availability). 26
- What are behavioral observations related to assessment? 28
- Determine if there are other inventories and questionnaires used by the RT and the Team and review these assessments. (e.g., standardized rating systems, developmental screening tests, MDS, FIM, GAF). 32
- What other sources of assessment data does the RT use to gather data about the client? Expose yourself to this data. (e.g., records or charts, staff, support system). 33
- How does the RT interpret the assessment and record of the person served? 34
- Observe the impact of impairment and/or treatment on the person served (e.g., side effects of medications, medical precautions). 25

Documentation

- Observe RT documentation of assessment, progress/functional status, discharge/transition plan of person served (e.g., SOAP, FIM). 41
- Observe the methods of writing measurable goals and behavioral objectives. 51
- Observe the methods for interpretation of progress notes, observations, and assessment results of the person being served. 54

Management of RT Services

Updated December 9, 2013
- Observe the procedures for the maintenance of equipment and supply inventory. 40
- Observe the nature and diversity of recreation and leisure activities. 42
- Observe quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews). 8
- Observe (sit in on) agency/professional committees. 9
- Review TR related schedules (e.g., programs, special events, programming changes). 43
- Learn how the manager recruits, trains, educates, supervises, and evaluates professionals, paraprofessionals and/or volunteers (e.g., plan in-service training, develop staffing schedules). 48
- Student completes all certification examination application forms.
- TR supervisor reviews and signs all certification examination application forms.

Interdisciplinary/Transdisciplinary Team Meetings
- Observe and listen for the ways in which the RT coordinates and integrates RT intervention plans with other service providers for the person served (e.g., care planning). 38
- Discuss instances when the RT advocated for rights for persons served (e.g., access, inclusion, independence, transportation). 56
Job Tasks of the Certified Therapeutic Recreation Specialist

2ND MONTH: LEARN AND PARTICIPATE

Interdisciplinary/Transdisciplinary Team Meetings
- Observe and listen for the ways in which the RT coordinates and integrates RT intervention plans with other service providers for the person served (e.g., care planning). 38
- Discuss the ways in which the RT coordinates and integrates RT intervention plans with other service providers for the person served (e.g., care planning). 38
- Observe the ways in which the RT develops and provides collaborative services with other team members as necessary (e.g., co-treatment). 39
- Discuss the ways in which the RT develops and provides collaborative services with other team members as necessary (e.g., co-treatment). 39

Assessment
- Discuss the criteria for selection and/or development of assessment (e.g., purpose, reliability, validity, practicality, availability). 26
- Discuss current TR/RT/leisure assessment instruments. 31
- Discuss and view other inventories and questionnaires used in the facility (e.g., standardized rating systems, developmental screening tests, MDS, FIM, GAF). 32
- Read and become familiar with the other sources of assessment data (e.g., records or charts, staff, support system). 33
- Go through an assessment and make interpretations of assessment outcomes and client records of person served. 34
- Observe the implementation of assessment. 27
- Discuss the behavioral observations made by the RT during the assessment. 28
- Discuss the interview techniques used during for assessment. 29
- In what ways does the RT gather sensory assessment data (e.g., vision, hearing, tactile)? 35
- In what ways does the RT gain cognitive assessment data(e.g., memory, problem solving, attention span, orientation, safety awareness)? 36
- In what ways does the RT gain Social assessment data (e.g., communication/interactive skills, relationships). 37
- In what ways does the RT gain Physical assessment and functional skills data (e.g., fitness, motor skills function). 38
- In what ways does the RT gain Affective assessment data (e.g., attitude toward self, expression). 39
- In what ways does the RT gain Leisure assessment data (e.g., barriers, interests, values, patterns/skills, knowledge). 40

Planning (interventions, activities, programs, etc.)
- Learn how to request and secure referrals from professionals or other sources. 10
- Learn to obtain and review pertinent information about person served (e.g., records or charts, staff, support system). 11
- Conduct an activity and/or task analysis. 20
- Select adaptations, modifications and/or assistive technology. 21
- Explain the purpose and outcomes of the intervention/program and steps to be followed to the person served. 22
- Discuss the RT's rationale for their selection of programs, activities, and interventions to achieve specific outcomes that address the assessed needs of the person served. 45
- Discuss the impact of impairment on the person served. Discuss the impact treatment on the person served (e.g., side effects of medications, medical precautions). 25
- Comply with standards and regulations (e.g., government, credentialing, agency, professional). 44

Facilitating Interventions (education, quality of life, treatment)
- In discussion, verbalize they ways in which the RT used leadership and facilitation techniques to maximize therapeutic benefit (e.g., role-modeling, reflective listening). 24
- Begin to participate in RT interventions by enacting leadership and facilitation techniques to maximize therapeutic benefits. 24
- Monitor and address safety concerns throughout the intervention/program. Discuss your concerns and how you adjusted the intervention to accommodate. 25
- Observe and discuss the effectiveness of individual and/or group intervention/program plans. 27
Activity modifications (e.g., assistive techniques, technology and adaptive devices, rule changes). 46
Modalities and/or interventions (e.g., therapeutic recreation/recreation therapy activities, leisure skill development, assertiveness training, stress management, social skills, community reintegration). 47
Facilitation techniques and/or approaches (e.g., behavior management, counseling skills). 48
Observe and actively contribute to leisure education/counseling sessions. 44

Documentation
Observe and discuss the content of documentation of assessment, progress/functional status, discharge/transition plan of person served (e.g., SOAP, FIM). 41
Discuss and record behavioral observations, progress, functioning, and intervention outcomes of the person served. 33
Discuss and document unusual occurrences, accidents and incidents relating to risk management. 34
Listen to what and how the RT communicates information regarding person served to team members in a timely and appropriate manner (e.g., behavioral changes, functional status). 37

Evaluation (of intervention outcomes, effectiveness)
Discuss effectiveness of the intervention plan and make modification plans as needed. 27
Discuss the impact of impairment and/or treatment on the person served (e.g., side effects of medications, medical precautions. 25
Discuss how the RT evaluates changes in functioning of the person served. 28
Discuss and revise individualized intervention plan as necessary with input from the person served and appropriate others (e.g., parent or legal guardian, support system, treatment team, service providers). 30
Discuss and evaluate individual's need for additional, alternative or termination of services. 31

Management of TR Services
Note how the manager provides staff development for others and mentorship to you. 49
Job Tasks of the Certified Therapeutic Recreation Specialist

3rd MONTH: PARTICIPATE AND LEAD

Student conducts client assessments solo
- Review data about the client that was determined through other inventories and questionnaires (e.g., standardized rating systems, developmental screening tests, MDS, FIM, GAF). 32
- Review data about the client gleaned from other sources of assessment data (e.g., records or charts, staff, support system). 33
- Select and/or develop assessment methods based on needs of the person served and setting (e.g., interview, observation, task performance, established instruments). 12
- Implementation of assessment. 27
- Make behavioral observations made by the RT during the assessment. 28
- Conduct interview techniques used during assessment. 29
- Determine sensory assessment data (e.g., vision, hearing, tactile). 35
- Determine cognitive assessment data (e.g., memory, problem solving, attention span, orientation, safety awareness). 36
- Determine Social assessment data (e.g., communication/interactive skills, relationships). 37
- Determine Physical and functional skills testing data (e.g., fitness, motor skills function). 38
- Determine Affective assessment data (e.g., attitude toward self, expression). 39
- Determine Leisure assessment data (e.g., barriers, interests, values, patterns/skills, knowledge). 40
- Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure, and/or lifestyle functioning. 13
- Analyze and interpret results from assessments. 14
- Integrate, record, and disseminate results gathered to appropriate individuals (e.g., person served, treatment team). 15
- Discuss results of assessment and involve the person served or appropriate others (e.g., parent or legal guardian, support system, treatment team, service providers) in the design of individualized intervention plan. 16

Student plans an intervention(s)
- Develop and document individualized intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan. 17
- Develop and/or select interventions and approaches to address the assessed needs of the person served and to achieve individual and/or group goals/projected outcomes. 18
- Comply with standards and regulations (e.g., government, credentialing, agency, professional). 19
- Develop and/or select protocols for individual or group session. 19
- Utilize activity and/or task analysis prior to interventions/programs. 20
- Devise appropriate intervention adaptations, modifications and/or assistive technology (e.g., assistive techniques, technology and adaptive devices, rule changes). 21
- Explain the purpose and outcomes of the intervention/program and steps to be followed to the person served. 22
- Implement individual and/or group sessions, protocols, and/or programs. 23
- Coordinate or integrate intervention plan with other service providers for the person served (e.g., care planning). 38
- Develop and provide collaborative services with other team members as necessary (e.g., co-treatment). 39
- Comply with standards and regulations (e.g., government, credentialing, agency, professional). 44

Student co-facilitates and/or facilitates client interventions (activities, programs, sessions, etc.)
- Establish and maintain therapeutic relationship with person served. 1
- Create and maintain a safe and therapeutic environment. 2
- Use leadership and facilitation techniques to maximize therapeutic benefit (e.g., role-modeling, reflective listening). 24
- Monitor and address safety concerns throughout the intervention/program. 25
- Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed. 27
- Evaluate changes in functioning of the person served. 28
- Determine effectiveness of individual intervention plan and adjust as needed
- Facilitate leisure education/counseling. 44
Facilitate TR modalities and/or interventions (e.g., therapeutic recreation/recreation therapy activities, leisure skill development, assertiveness training, stress management, social skills, community reintegration). 47
Facilitation TR techniques and/or approaches (e.g., behavior management, counseling skills). 48

Student evaluates intervention outcomes and effectiveness
Determine effectiveness of individual intervention plan and adjust as needed. 29
Revise individualized intervention plan as necessary with input from the person served and appropriate others (e.g., parent or legal guardian, support system, treatment team, service providers). 30
Evaluate individual’s need for additional, alternative or termination of services. 31
Determine effectiveness of protocols, modalities, and/or programs for targeted groups. 32

Student completes Progress Notes or Documentation (RT signs off)
Record behavioral observations, progress, functioning, and intervention outcomes of the person served. 33
Documentation of assessment, progress/functional status, discharge/transition plan of person served (e.g., SOAP, FIM). 41
Communicate information regarding person served to team members in a timely and appropriate manner (e.g., behavioral changes, functional status). 37

Future Professional Ethical Engagement & Certification
Review the importance of maintaining knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards. 5
Requirements for TR/RT credentialing (e.g., certification, recertification, licensure). 65
The importance of maintaining a partnership between higher education and direct service providers to provide internships and to produce, understand and interpret research for advancement of the TR/RT profession. 72
The value of continuing education and in-service training for the advancement of the TR/RT profession. 73
Advocacy for persons served. 66
Being updated and contributory to legislation and regulations pertaining to TR/RT. 67
Engage in public relations, promotion and marketing of the TR/RT profession. 69
Instill and enact the value of continuing education and in-service training for the advancement of the TR/RT profession. 73
Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards. 5

Enhancing and Advancing the Field of Therapeutic Recreation
Enhance professional competence through additional credentials and/or contribution to TR/RT field (e.g., professional presentations, research, attending conferences). 6
Establish and maintain network with organizations and advocates (e.g., community agencies, universities, allied health professions). 55
Provide education to the community (e.g., explanations of purpose of program/interventions; initiating opportunities to expand community awareness of value of TR/RT; organization of TR/RT service). 57
Promote the agency, TR/RT services and the profession through marketing and public relations. 58

Management of TR Services
Develop and distribute schedules (e.g., programs, special events, programming changes). 43
Observe how and when the manager prepares, implements, evaluates, and monitors TR/RT service annual budget and expense records. 51 & 42
Discuss the importance and details of maintaining CTRS credential. 3
Updated requirements for TR/RT credentialing (e.g., certification, recertification, licensure). 65
TR supervisor to review student resume.
Learn the procedures for obtaining/requesting and securing referrals from professionals or other sources. 10
In what ways has the manager advocated for rights for persons served beyond the unit or agency (e.g., access, inclusion, independence, transportation)? 56
Possibilities for Projects Based upon the NCTRC Job Analysis
(Students: ensure you understand what each item means and basically entails):

- Use current and TR/RT leisure assessment instruments that are based upon literature & research. 31
- Determine effectiveness of protocols, modalities, and/or programs for targeted groups. 32
- Document protocols, modalities and/or program effectiveness. 35
- Provide information to team members concerning the range of available TR/RT services. 36
- Devise a referral process, procedures, and forms (from professionals or other sources). 10
- Conduct an initial and/or on-going organizational needs assessment for TR/RT service delivery (e.g., populations served, internal and external resources). 45
- Develop and distribute schedules (e.g., programs, special events, programming changes). 43
- Prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures). 46
- Confirm that programs are consistent with agency mission and TR/RT Service philosophy and goals. 47
- Support research programs or projects. 52
- Observe summary reports of TR/RT Services. 54
- Evaluating agency or TR/RT Service program. 55
- Maintain equipment and supply inventory. 40

Conferences Opportunities and Material to obtain from ATRA/NTRS and other TR related websites:

- Historical development of TR/RT. 62
- Updates on legislation and regulations pertaining to TR/RT. 67
- Updates on public relations, promotion and marketing of the TR/RT profession. 69
- Identify major methods, resources and references for maintaining and upgrading professional competencies. 70

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Agency Supervisor Signature

________________________________________________________________________
Date

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Student Signature

________________________________________________________________________
Date