



# **NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE**



## **Field Work Manual THERAPEUTIC RECREATION 2013 - 2014**

This manual serves as the syllabus and overview for the course  
RLS\* 219, *Field Work in Recreation Leadership* (3 credits)



**Northwestern Connecticut Community College**  
**Field Work Manual**  
**THERAPEUTIC RECREATION**

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## **Introduction**

This manual is designed to outline the policies, procedures, and expectations of the Therapeutic Recreation Field Work Program at Northwestern Connecticut Community College. It is also a guide to the documentation that you will need to collect and write in order to submit a final Field Work Portfolio at the end of the semester.

The main objective of the Field Work Program is to provide you with the opportunity to apply what you've learned in the classroom in a practical, supervised clinical experience. Your Field Work setting may be at a community agency, rehabilitation center, long-term care facility, or other off-campus organization that you and the Program Advisor agree on.

Field Work is a chance for you to experience and observe the various duties and responsibilities that professionals encounter on the job. To be effective, your Field Work experience should be planned so that you can assume some responsibility for the initiation, preparation, and operation of activities in a variety of settings.

The material in the Field Work Manual is presented with this in mind. The emphasis is on the role of the student in relation to the Field Work Experience, the Field Work Agency, the Field Work Supervisor, and the Program Advisor at NCCC.

## Grading System

Your grade for the Field Work course is calculated almost entirely on material presented in a final Field Work Portfolio that you will submit at the conclusion of your experience.

### **90 points    FIELD WORK PORTFOLIO**

5 points	Current résumé
5 points	Signed Field Work Agreement & Signed Student Confidentiality Agreement
5 points	Signed Time Sheets indicating 180 hours or more of on-site work
25 points	Daily Logs
25 points	Case Study Paper
15 points	Summary Report
10 points	Supervisor's Evaluation

### **10 points    PROGRAM ADVISOR SITE VISIT**

### **100 points    TOTAL**

**Letter Grades** for the Field Work course will be assigned based on your total points for the semester. *In order to graduate from this program, you must earn a grade of "C" or better in all Therapeutic Recreation courses*

A	94-100 total points
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
<u>C</u>	<u>73-76</u>
C-	70-72
D	65-69
F	less than 65

## The Value of the Field Work Experience

The American Therapeutic Recreation Association defines Therapeutic Recreation as:

**the provision of Treatment Services and the provision of Recreation Services to persons with illnesses or disabling conditions. The primary purposes of Treatment Services, which are often referred to as Recreational Therapy, are to restore, remediate or rehabilitate in order to improve functioning and independence as well as reduce or eliminate the effects of illness or disability. The primary purposes of Recreational Services are to provide recreation resources and opportunities in order to improve health and well-being. Therapeutic Recreation is provided by professionals who are trained and certified, registered and/or licensed to provide Therapeutic Recreation.**  
(as published on the ATRA's website in June 2009, at <http://atra-online.com/cms/>).

The purpose of the Field Work Program is to provide you with a student-centered experience that leads to continued learning and professional development in the field of Therapeutic Recreation. The Program Advisor will work closely with you to select a Field Work site that best meets your personal and professional goals.

Field Work is an educational activity that affords you the opportunity to observe professional staff in the performance of their obligations and daily responsibilities. As a hand-on experience, you can “test drive” this rewarding career in a supervised setting by working with your Supervisor and other staff to plan, deliver, and assess therapeutic recreation services. Field Work Programs help to establish and maintain channels of communication between the Student, the Educator and the Professional in the field.

Northwestern believes so strongly in the value of the Field Work experience, that it is a *graduation requirement* for students enrolled in the Therapeutic Recreation degree and certificate programs.

## Field Work Policies

The college will place you at an agency with an outstanding reputation and the ability to provide clinical experiences that will attempt to meet the learning objectives found in this manual. Many site supervisors are NCCC graduates themselves. They are extremely interested in mentoring current students and helping our program.

It is important that you read and fully understand the following Field Work Policies, and discuss any questions you may have with the Program Advisor.

### A. FIELD WORK AGREEMENTS

*Two important documents must be in place before you begin the Field Work Experience.*

#### 1. College Services Agreement (CSA)

The college is an agency of the State of Connecticut. Therefore, we must comply with contracting and ethical rules established by the Office of the Attorney General. The CSA is a legal document that must be signed by the Field Work Agency, the College, and the Attorney General's Office. The CSA covers issues such as liability and non-discrimination laws, and outlines the responsibilities of the college and the agency. A CSA may already be in place with your Field Work Agency. The Program Advisor will discuss the status of this documentation before you begin the Field Work Experience. *You are not responsible for obtaining a CSA between the Field Work Agency and the College. That is the role of the Program Advisor.*

#### 2. Field Work Agreement

The agreement, found on page 13 of this manual, must be signed by you, the Site Supervisor, and the Program Advisor. This agreement includes:

- A general description of assignments given to the student by the Site Supervisor.
- The general work schedule agreed upon by the Site Supervisor and the student, including expected beginning and ending dates of the Field Work Experience.
  - **IMPORTANT:** NCCC requires a minimum of **180 hours of on-site Field Work Experience**. This must be documented by timesheets signed by the student and Site Supervisor. Timesheets must be included in the Field Work Portfolio submitted at the end of the Field Work Experience.
- Contact information (name, e-mail address, postal address, and telephone numbers) for the Student, Site Supervisor, and Program Advisor.

## B. RESPONSIBILITIES

1. Each student participating in the Field Work Program is required to complete **a minimum of 180 hours** of on-site practical experience during the academic semester, under one of the following three conditions:
  - a. If the student is employed by the Agency as a Therapeutic Recreation staff member *and* if enrollment in the College's academic program is a condition of current or continued employment at the Agency in the field of Therapeutic Recreation, then the student-employee's work-hours may be counted toward fulfilling the Field Work's 180-hour requirement.
  - b. If the student is employed by the Agency in a capacity other than Therapeutic Recreation, the Agency may opt to partially reassign the student-employee within the Therapeutic Recreation Department on a temporary basis for the purpose of counting *only this portion* of the student-employee's work-time toward the Field Work 180-hour requirement. Additional, unpaid hours and assignments may be scheduled by mutual convenience, in order to allow the student to accumulate the required number of Field Work hours.
  - c. In all other cases, student participation in the Field Work Program is considered as a voluntary, unpaid internship. Students do not receive wages, are not considered employees of the Agency, are not covered by the Agency's workers' compensation insurance in case of injury, and should have no expectation of employment upon the conclusion of the Program.
2. In order to document the 180-hour minimum requirement, timesheets must be signed by the student and Site Supervisor. They must be included in the Field Work Portfolio submitted at the end of the semester.
3. The student is responsible for maintaining his/her own medical insurance.
4. The College maintains professional liability insurance covering each student for acts or omissions while participating in the Field Work Program.
5. The Agency in which a student is placed should expect that student to function in the role of a "learner", not as an experienced professional employee in the field of Therapeutic Recreation.
6. The Agency is expected to provide adequate supervision, which will include regular weekly conferences regarding the progress and evaluation of the student's performance, as well as planning for future events and responsibilities that will be expected of the student.
7. The supervisor is asked to expose the student to, and involve the student in, as many of the above areas as possible by attendance at staff meetings, conferences, and other

relative and appropriate functions.

8. The NCCC Program Advisor will call to discuss the student's performance during the Field Work period. The Program Advisor may also visit the Agency to observe the student's performance, and/or discuss the final evaluation of the student with the Site Supervisor, and possibly other members of the site's staff.
9. The student will keep a log of each Agency visit for his/her personal use and study, discussion and review with the Agency supervisor and the Program Advisor, and inclusion in the final Field Work Portfolio. Refer to the "Field Work Portfolio" section of this Manual for more details.
10. The student will submit a final portfolio to the Program Advisor which summarizes the total Field Work Experience. Refer to the "Field Work Portfolio" section of this Manual for more details.
11. The Site Supervisor will conduct an evaluation of the student. It is hoped that the Agency will share its findings with the student. The evaluation form will be distributed by the Program Advisor prior to the end of the Field Work Experience. A copy of the evaluation form included as part of this manual on pages 19-21.
12. The student must maintain the confidentiality of the Agency's clients, patients, and patient records and complying with state and national codes of ethics.
13. The student must comply with all applicable rules, regulations, policies, and procedures of the Agency, and comply with all state laws and regulations regarding the scope of practice of student interns.
14. The student must comply with all policies concerning universal precautions, including wearing personal protective equipment.
15. The student must pay all applicable expenses, without limitation, including, but not limited to, meals, uniforms, medical expenses, transportation, and books.
16. The student must provide the Agency with records of his/her physical examinations, immunization statuses, and other medical tests if requested by the Agency and consistent with the Agency's policies.
17. The student must obtain written permission from the Agency and the College before publishing any material related to the Program experience.
18. The student must provide the Agency with any information it needs, including, without limitation, signing all requisite forms, to allow the Agency to conduct a background check on the students (the background check shall not include a report on the student's credit capacity or credit history) and a drug test.

## The Field Work Portfolio

The Field Work Portfolio is intended to summarize your experiences while working with the Field Work Agency. The final portfolio must be submitted to the Program Advisor no later than the last day of classes during the semester you are registered to take the Field Work course:

Fall 2013	Friday, December 6, 2013
Spring 2014	Friday, May 9, 2014
Summer 2014	Friday, August 8, 2014

*There are occasions when a student may not be able to complete the minimum requirement of 180 hours within an academic semester. If this is likely, the Program Advisor will speak with you about a possible time extension and delayed due date for the Field Work Portfolio.*

You are expected to meet with the Program Advisor several times during the semester to review your progress in assembling the portfolio, and to address any questions you may have about your documentation.

Your Field Work Portfolio must be organized in a standard 3-ring binder, preferably using tabbed dividers to identify the different sections. The Portfolio must contain the following documentation, in this order:

1. Your current résumé
2. Signed Field Work Agreement – *see page 13 for a blank form*
3. Signed Student Confidentiality Agreement – *see page 15 for a blank form*
4. Signed Time Sheets – *see page 17 for a blank for you to duplicate for your use*
5. Daily Logs
6. Case Study Paper
7. Summary Report
8. Supervisor's Evaluation – *see pages 19-21 for a blank form*
9. **Optional:** Supporting documents such as a sample activity plan for a specific client, activity calendars, flyers, brochures, letters of acknowledgement, press clippings, photographs, etc.

Additional information for each of these sections is presented below.

**All Field Work Portfolios will be kept by the Program Advisor for future reference and will not be returned. If you wish a copy you must make one before turning it in.**

## 1. YOUR CURRENT RÉSUMÉ

A resume is a way of introducing yourself to someone who may be in a position to hire you. Regardless of what kind of job you're looking for, you're going to need a resume. A resume lists your educational qualifications and your work experience, and is the first thing your prospective employer sees. If your resume doesn't impress, you won't be called in for an interview.

Your NCCC education and your Field Work experience are both items to place on your resume. If you've never prepared a resume, or haven't done so for a long time, there are many websites with sample documents. The Student Services office at Northwestern is pleased to help you get started, as is the Program Advisor.

## 2-4. FIELD WORK AGREEMENT, STUDENT CONFIDENTIALITY AGREEMENT, and TIME SHEETS

Blank forms are found on pages 13, 15, and 17.

## 5. DAILY LOGS

You will keep a daily log of each Agency visit for your personal use and study, discussion and review with the Agency supervisor and the Program Advisor, and inclusion in the final Field Work Portfolio. Daily Logs may be handwritten or typed. If handwritten, it is advisable for you to buy a 3-hole punched, spiral notebook to be used only for this purpose. That way, you can include the entire notebook in your Field Work Portfolio binder.

Daily Logs should be in narrative form, following this outline of topics:

- a. Date and total time spent for the day.
- b. Assignments for that day.
- c. Activities that you assisted with.
- d. Activities that you conducted.
- e. Time spent planning the activities.
- f. Your reflection on the day's activities, including:
  - An evaluation of your role as a leader (or assistant),
  - A few observations that identify problems and situations that you may be able to solve and how you might deal with them, and
  - Observations that stimulate further research and/or readings or discussions with the supervisor and involved parties.
- g. Appropriate suggestions and ideas that arose from your activities, such as policy matters, personnel relationships, specific assignments, procedural matters, facilities, equipment, supplies, etc.

**SAMPLE DAILY LOG**

[Type of Facility: Long-Term Care]

Name: Mary Student  
Date: April 1, 2013  
Time Spent for the Day: 10:00am – 4:00pm (5.5 hours plus .5 hour lunch break)

I. ASSIGNMENTS FOR THE DAY = MAJOR THINGS FOR THE DAY

1. Room Visits
2. Baking Club
3. Outburst
4. Chair Basketball

II. ACTIVITIES ASSISTED WITH

1. Room Visits
2. Baking Club

III. ACTIVITIES CONDUCTED

1. Outburst
2. Chair Basketball

IV. TIME SPENT PLANNING ACTIVITIES

1. Two hours the previous day planning the above activities

VI. MY REFLECTIONS ON THE DAY

I've found that the game Outburst is fun for them and it's a great cognitive stimulator. I match up higher functioning residents with lower as a team, and a topic is given and they have to name as many items as they can within two minutes that relate to the topic. For example, the topic could be items in a kitchen. They then call out whatever items come to mind that may be found in a kitchen. They like the competition and want to know what the score is and who is winning.

We are trying to do more physical activities with the residents to get their bodies moving. We began Chair Basketball – a fun activity where we use a used children's Playschool hoop that we place near each participant to see if they can score a basket while seated in their chairs. We had a fairly long game today which gets them to stretch and do a little cardio work at the same time. They like the competition. The residents respond well to my coaching and love it when I act as a "cheerleader" for each participant.

I think the residents would really like the Wii video game, but I'm not sure if the facility has the \$400 or so it would take to buy the electronics and a few games.

Today, I had a run-in with one of the CNA's. I came back from lunch and one resident spilled food all over her sweater. Nobody paid attention to her. She looked awful and I would be embarrassed if a family member saw her in that sweater. I brought this to the attention of the nurse at the duty station, and the CNA said I was making her look bad. I explained that I didn't know who to talk with, and I just found the nearest person who could help. I told the CNA I thought she did good work and I wasn't commenting on her level of care for the residents.

## 6. CASE STUDY PAPER

The Case Study Paper will give you the opportunity to describe how you applied, or observed, the Leisure Ability Model of Therapeutic Recreation within your Field Work Experience. As a reminder, the Leisure Ability Model consists of three components:

- Functional Interventions (with the five domains of cognitive, psychological/mental, social, physical, and emotional)
- Leisure Education
- Recreation Participation

The Case Study Paper should be 4-6 pages in length, double-spaced with one-inch margins on all sides. There are two possible ways you can focus your paper:

- Describe, in sufficient detail, how your Field Work Agency provides therapeutic recreation programming and services (both group and individual) in terms of the Leisure Ability Model. For example, your descriptions may be based on your own observations, direct work with clients, discussions with your supervisor, publicly-available documents from your Agency, etc.
- Describe, in sufficient detail, how you applied the Leisure Ability Model when working with a specific client during your Field Work Experience. Your descriptions can also include discussions with your supervisor and other professionals who are familiar with this client's case.

**IMPORTANT:** In order to protect client confidentiality, DO NOT use the actual names of clients in your case study paper. It is perfectly acceptable to change their names for the purposes of this paper.

## 7. SUMMARY REPORT

This typed report must include:

- A. Description of the Position
  1. Agency Information
    - a. Name & address of agency
    - b. Purpose of Agency
    - c. Number & Type of Employees
    - d. Long Term Goals of the Agency
  2. Position description
  3. Hours of work
  4. Benefits Given Regular Employees
    - a. Wages
    - b. Other Benefits
- B. Agency Financial Information
  1. Source of Funding
  2. Description of Budget Process
  3. Procedures for:
    - a. Special Requests

- b. Emergency Allocations
  - 4. Description of Revenue Control System
- C. Agency Personnel Policies
  - 1. Hiring
    - a. Permanent Employees
    - b. Seasonal or Part Time Employees
  - 2. Termination
  - 3. Orientation and Training
  - 4. Evaluation
- D. Other Information You Feel is Relevant
- E. Narrative Description and Evaluation of Your Experience in Terms of its Value as a Field Work Experience

## **8. SUPERVISOR'S EVALUATION**

The Site Supervisor will conduct an evaluation of your performance during the Field Work Experience. The completed evaluation will be sent directly to the Program Advisor. However, it is hoped that your supervisor will share his/her findings with you. A copy of the evaluation form is included as part of this Manual on pages 19-21.

## **9. OPTIONAL SUPPLEMENTAL INFORMATION**

In this final section of your Field Work Portfolio, you may wish to include supporting documents such as a sample activity plan for a specific client, activity calendars, flyers, brochures, letters of acknowledgement, press clippings, photographs, etc. Consider this not as a way to earn "extra credit" but as a way to be proud of the work you have done, and all that you have accomplished as a Field Work student!

## **Final Comments**

Remember: The main objective of the Field Work Program is to provide you with the opportunity to apply what you've learned in the classroom in a practical, supervised clinical experience. It's a great way to "test drive" a career and explore your own personal skills and gifts for working in a challenging but rewarding environment. You should communicate with the Program Advisor during the semester, especially if you have questions or concerns.

Most of all, we hope that Field Work is an enjoyable learning and professional experience for you.



**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE  
THERAPEUTIC RECREATION PROGRAM  
Field Work Experience Agreement**

**STUDENT INFORMATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

TOWN \_\_\_\_\_ STATE, ZIP \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ MOBILE PHONE \_\_\_\_\_

**AGENCY INFORMATION**

AGENCY NAME \_\_\_\_\_

AGENCY ADDRESS \_\_\_\_\_

TOWN \_\_\_\_\_ STATE, ZIP \_\_\_\_\_

SUPERVISOR NAME \_\_\_\_\_ PHONE \_\_\_\_\_

SUPERVISOR E-MAIL ADDRESS \_\_\_\_\_

**SCHEDULE AND DUTIES**

SEMESTER \_\_\_\_\_ WEEKLY WORK LOAD (Hours Per Day) \_\_\_\_\_

DATES: FROM \_\_\_\_\_ TO \_\_\_\_\_

DESCRIPTION OF STUDENT RESPONSIBILITIES TO THE AGENCY (USE BACK SIDE OF FORM OR ATTACHMENT IF NECESSARY)

**I have read and understand the Field Work Experience Manual**

Signature of Student Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of College Program Advisor \_\_\_\_\_ Date \_\_\_\_\_

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**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE  
THERAPEUTIC RECREATION PROGRAM  
Student Confidentiality Agreement**

Being a student is a privilege that carries great responsibility. Students are bound by the same rules of confidentiality as the professional staff to protect the patient's right of privacy. All healthcare facilities uphold strict patient privacy and confidentiality policies.

To ensure this right, we call your attention to the following:

- Never disclose a patient's name to others outside the healthcare facility – not even to a family member. Many patients don't want others to know that they are in the facility and we must respect their wishes.
- Never read a patient's chart or show a patient his/her chart unless you are involved in his/her care and are authorized to do so.
- Do not discuss a patient's condition at **any time with anyone** outside of those who are providing direct care to this patient.
- Never send confidential information about a patient in an e-mail or over a public network.
- Never share computer passwords.

Potential consequences of non-compliance can lead to civil or criminal penalty. The abuse of privileged information is illegal, according to the U.S. Department of Health and Human Services and while any disclosure of names of patients may be purely unintentional, it is nevertheless a violation of the "Patient's Right of Privacy." You can be fined and dismissed from your college program!

☞ I understand that any patient/family information to which I have access, either through access to patient/family records or other means is privileged and shall be held in strict confidence. Patient family information will only be shared with appropriate personnel.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Student Name (Please Print) \_\_\_\_\_

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**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE  
THERAPEUTIC RECREATION PROGRAM**  
**Field Work Experience Bi-Weekly Timesheet**  
*Please duplicate as needed*

	Date	In	Out	In	Out	Hours
Sun						
Mon						
Tue						
Wed						
Thur						
Fri						
Sat						

	Date	In	Out	In	Out	Hours
Sun						
Mon						
Tue						
Wed						
Thur						
Fri						
Sat						
<b>TOTAL BI-WEEKLY HOURS</b>						

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Agency Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

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## NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE THERAPEUTIC RECREATION PROGRAM

### Supervisor's Evaluation

*Completed forms should be returned directly to the College's Program Advisor*

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Note to Agency Supervisor: Please use the rating scale below to enable us to help the student profit from this work experience and to assist us in evaluating our course offerings and teaching effectiveness. You may use the contents to discuss with the student his/her contributions to your agency.

SCALE	
5	<b>Outstanding</b>
4	<b>Superior</b>
3	<b>Satisfactory</b>
2	<b>Improvement needed</b>
1	<b>Unacceptable</b>
?	<b>No opinion</b>

**Place number in the space at the left of each characteristic**

**I. ABILITY TO DO JOB**

- \_\_\_\_\_ a. Quantity of work
- \_\_\_\_\_ b. Quality of work
- \_\_\_\_\_ c. Accuracy
- \_\_\_\_\_ d. Neatness
- \_\_\_\_\_ e. Is thorough
- \_\_\_\_\_ f. Completes work on time
- \_\_\_\_\_ g. Respects opinions and needs of others

**II. ATTITUDE**

- \_\_\_\_\_ a. Recognizes agency as a service agency
- \_\_\_\_\_ b. Accepts assignments willingly
- \_\_\_\_\_ c. Works with people enthusiastically
- \_\_\_\_\_ d. Cooperates with staff willingly
- \_\_\_\_\_ e. Accepts criticism and suggestion graciously

**III. RESPONSIBILITY**

- \_\_\_\_\_ a. Is punctual
- \_\_\_\_\_ b. Has good attendance
- \_\_\_\_\_ c. Informs agency if unable to be on the job

**IV. INITIATIVE**

- \_\_\_\_\_ a. Ability to see "The Big Picture"
- \_\_\_\_\_ b. Determines nature of job and his/her degree of responsibility before he/she starts
- \_\_\_\_\_ c. Supervises self
- \_\_\_\_\_ d. Is alert to situations
- \_\_\_\_\_ e. Perseveres until job is completed

**V. APPEARANCE**

- \_\_\_\_\_ a. Dresses appropriately for work environment
- \_\_\_\_\_ b. Is well groomed

**VI. RESOURCEFULNESS**

- \_\_\_\_\_ a. Has imaginative and creative ideas
- \_\_\_\_\_ b. Knows resources in agency which may be used effectively in carrying out assignment
- \_\_\_\_\_ c. Knows resources in community which may be used effectively in carrying out assignment
- \_\_\_\_\_ d. Knows printed or other resources which may be used effectively in carrying out assignment

**VII. EMOTIONAL MATURITY-  
PERSONAL ADJUSTMENT**

- \_\_\_\_\_ a. Is well-poised; shows self-control with clients
- \_\_\_\_\_ b. Is patient with people
- \_\_\_\_\_ c. Is understanding of self and others
- \_\_\_\_\_ d. Has a philosophy of life and relates it to himself/herself and to actions towards others
- \_\_\_\_\_ e. Has a pleasant temperament
- \_\_\_\_\_ f. Looks positively at people and situations
- \_\_\_\_\_ g. Seeks to solve problems rather than criticize situations

**VIII. PERSONAL RELATIONSHIPS**

- \_\_\_\_\_ a. Is courteous at all times
- \_\_\_\_\_ b. Acts ethically in relationships with clients
- \_\_\_\_\_ c. Acts ethically in relationships with colleagues and staff
- \_\_\_\_\_ d. Acts ethically in relationships with client's families
- \_\_\_\_\_ e. Meets people socially, effectively and easily
- \_\_\_\_\_ f. Builds wide range of friends

**IX. LANGUAGE USE**

- \_\_\_\_\_ a. Has good command of English; conveys ideas clearly
- \_\_\_\_\_ b. Has pleasing and effective voice
- \_\_\_\_\_ c. Has ability to write clearly
- \_\_\_\_\_ d. Has ability to state opinions before a group

**X. JUDGMENT**

- \_\_\_\_\_ a. Knows his/her limitations and when to ask for help
- \_\_\_\_\_ b. Distinguishes between important and unimportant matters
- \_\_\_\_\_ c. Analyzes situations to determine possible results of action before starting

**XI. KNOWLEDGE OF SKILLS IN:**

- |                                                          |                                                    |
|----------------------------------------------------------|----------------------------------------------------|
| _____ a. Clerical aspects of job                         | _____ e. Supervision of activities                 |
| _____ b. Housekeeping aspects of job                     | _____ f. Planning assignments                      |
| _____ c. Technical aspects of job                        | _____ g. Execution of assignment and plans         |
| _____ d. Care and distribution of supplies and equipment | _____ h. Evaluation of effectiveness of assignment |

**XII. What are the student's strengths?**

**XIII. What are the student's weaknesses?**

**XIV. If you were in a position to do so, would you hire this person to work in your agency?**

**Signature of Evaluator** \_\_\_\_\_ **Date** \_\_\_\_\_

When completed, please return this form directly to the Program Advisor:

Therapeutic Recreation Program  
Northwestern Connecticut Community College  
Park Place East  
Winsted, CT 06098