

DEPARTMENT OF LEISURE STUDIES

FIELD PRACTICUM MANUAL



LEIST 282-283 WORKBOOK

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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DEPARTMENT OF LEISURE STUDIES
College of Applied Life Studies

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PREFACE

The Department of Leisure Studies at the University of Illinois has as its central and unique focus a concern for the leisure behavior of man. To this end it conducts teaching, research and service enterprises. All are clearly involved with a major effort to improve our understanding of leisure behavior and the quality of leisure service delivery systems by:

1. Communicating existing knowledge of the field to students by teaching and to the operators of leisure service delivery systems by consulting; and by
2. Furthering our understanding of the complex phenomena of leisure behavior itself and leisure service delivery systems via research.

The coordination of field instruction depends greatly upon the student's realization of his/her responsibilities. Agencies considerate enough to open their doors to admit students have a regular job to accomplish. They must maintain their reputation for professional services, and cannot tolerate inefficiency, irresponsibility or other actions by staff or voluntary personnel that can destroy the confidence of the public. By accepting field training, the student becomes a functional part of the standards of both the Agency and the University. What the student gains in personal experience as an intern depends upon how much the student contributes to help the Agency attain its objectives.

J. Robert Rossman, Coordinator
Field Practicum Programs
1977-78

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<http://www.archive.org/details/fieldpracticuma00univ>

I. INTRODUCTION

The Department of Leisure Studies at the University of Illinois was formed in 1946 to develop professionals that could provide leisure services to the citizens of the State of Illinois through public, voluntary and commercial agencies. There are presently over 300 such departments throughout the United States training students in the area of leisure arts and sciences.

In addition to a prescribed program of general education and professional course work, students have the opportunity to complete from four to five field training experiences during their university studies. The fieldwork courses as listed in the University of Illinois Undergraduate Study Bulletin include:

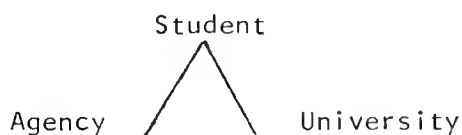
- Leisure Studies 182 - Basic Recreation Field Experience I and II
- Leisure Studies 282 - Field Practicum I
- Leisure Studies 283 - Field Practicum II
- Leisure Studies 381 - Management Internship

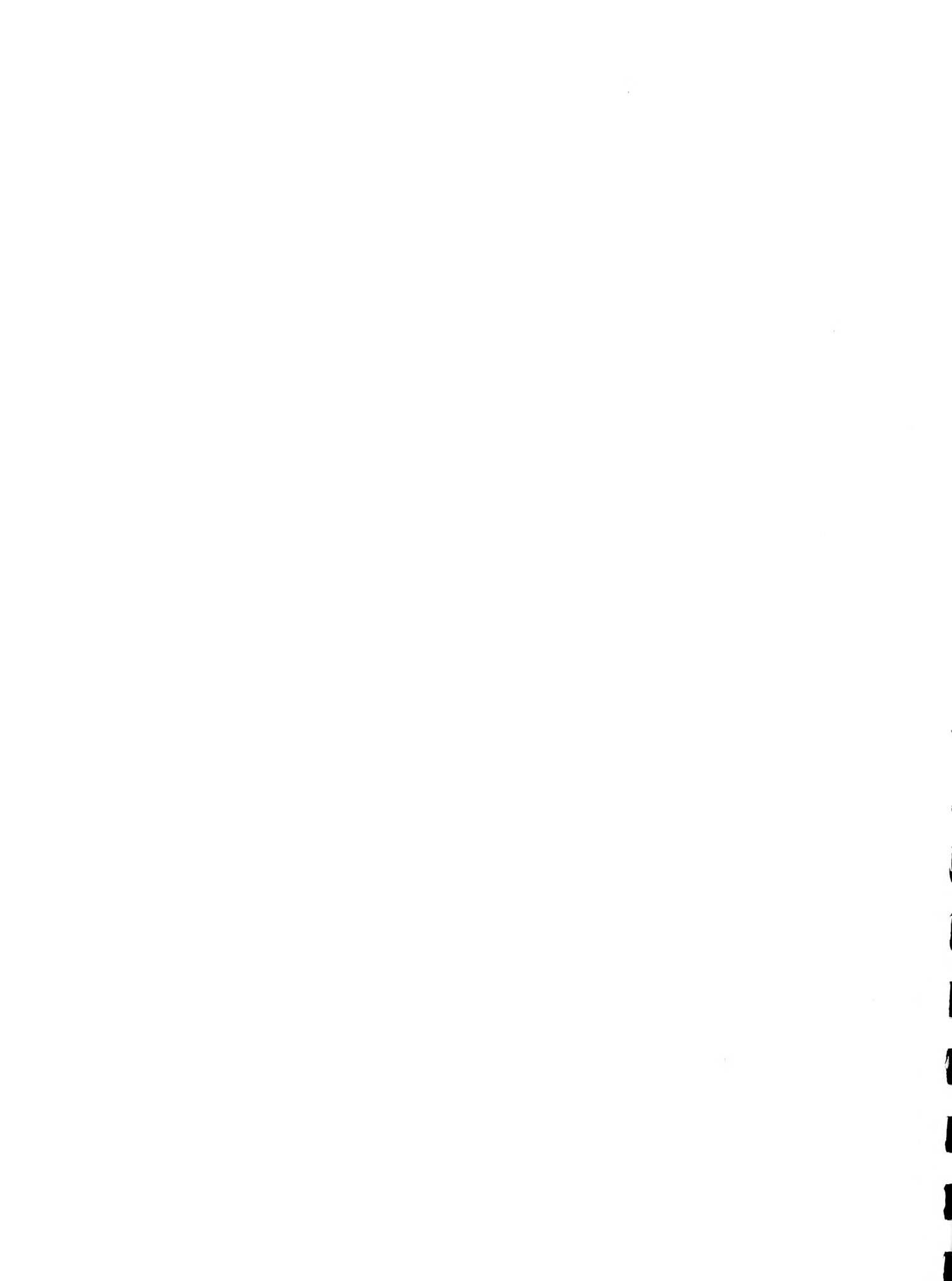
Each course should provide the student with increased levels of responsibility from leadership through supervision, administration, and management. The overall objective of the field practicum program is to provide a work-study program under optimum conditions to further the professional growth of the student.

The 250 undergraduate students majoring in recreation and park administration have a choice of five option areas, i.e., (1) Program Specialist; (2) Administration; (3) Therapeutic Recreation; (4) Outdoor Recreation; and (5) Research. Through consultation with their academic advisor and the Coordinator of Field Practicum Programs, students are placed in approved field training stations that will further their professional development in one of the options. These field experiences can take place during the fall (8/27-12/20) or spring (1/21-5/18) semesters or during the summer session (6/10-8/2).

Field experiences are not limited to the field practicum program. Every professional course includes a variety of field projects that relates leisure theory to practical field application. The purpose of this manual is to provide guidelines and the specific course requirements for LEIST 182 for students and park and recreation personnel. These guidelines include the responsibility of the student, the agency and the university.

As the demand for leisure services expand, the need for highly trained professionals will continue to increase. The development of competent personnel can only take place when there is cooperation between institutions of higher education and agencies that provide learning environments for students of leisure studies. This cooperation is best illustrated by the cooperative triangle.





Agencies and the university cooperate for the educational benefit of the student. The student has responsibilities to both the agency and the university.

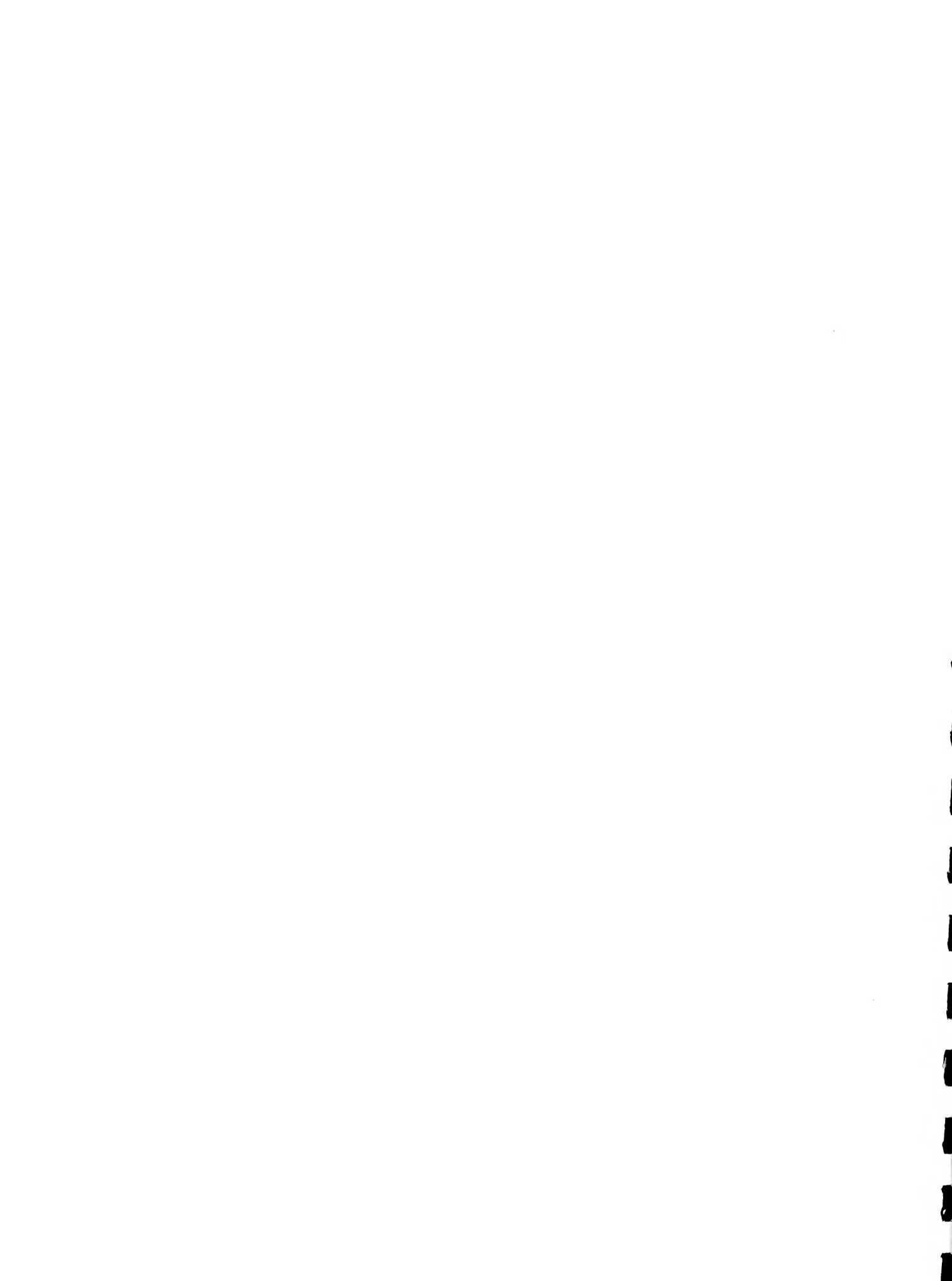
II. PURPOSES OF THE FIELD PRACTICUM PROGRAM

The field practicum program offers the student a broad range of agencies where they can complete their field training requirements. A key factor in guaranteeing a successful field placement is matching the interests of the student with the human and physical resources of the agency. Students are encouraged to thoroughly investigate the agency's program to determine how well it will meet their identified weaknesses and career goals.

Each of the field practicum classes have different objectives. These are explained in detail in the course outline section of each manual. Generally students in one hundred level classes are to be hired for a specific job function and trained and evaluated the same as any other employee or volunteer in a similar position. Students in the two hundred level experiences are to be given supervisory responsibilities and students enrolled in the three hundred level experience should receive maximum exposure to the agency's problems and processes while performing limited functional responsibilities.

The specific purposes of the fieldwork program for the student, agency and the university are:

1. To provide students with experience upon which to build their professional careers, to provide students an arena to practice the application of leisure theory and techniques in field settings, and to provide students with an opportunity to discover their professional strengths and weaknesses.
2. To broaden the student's concept of leisure and leisure service agencies and provide experiences that will expand the student's understanding of human behavior.
3. To provide the university with a real world setting for evaluating student performance thereby enabling the appropriate alteration of curriculum.
4. To establish communication between agencies and the University and provide opportunities for university staff to again face practical field problems.
5. To offer practicing professionals an opportunity to cooperate in the preparation of young professionals.



III. GENERAL RESPONSIBILITIES OF THE AGENCY SUPERVISOR

The agency supervisor serves as an agency-based teacher offering tutorial instruction and supervision to the intern and utilizes the agency's operations to further the student's professional competence.

In furthering the student intern's efforts to develop as a professional, the agency supervisor should:

1. Assist the student to meet specific agency-university requirements.
2. Help the intern attain a professional outlook.
3. Carry the direct responsibility for fulfilling the agency's educational function. Confer with the student at least once a week to arrange schedules, discuss work performed and to analyze problems.
4. Serve as a part-time faculty member and thereby carry out the responsibility for:
 - a. evaluating the student's performance and submitting a written evaluation.
 - b. monitoring the student to insure safeguarding the quality of the agency's practice as well as the student's well-being while affiliated with the agency.
5. Be responsible for relationships between the university and the agency in regard to the fieldwork program.
6. Allow the intern reasonable freedom of operation so that an adequate learning experience can be completed. Provide necessary program supplies and equipment for activities conducted by interns.
7. Interpret the fieldwork program to the local board or controlling authority of the agency and obtain official agency approval of the student field training program.
8. Inform the student of all personnel policies and procedures.
9. Have a conference with the intern to determine as nearly as possible the training program the student will pursue.
10. Evaluate the intern with the evaluation report form provided by the university.

IV. UNIVERSITY STAFF PRIVILEGES

1. Agency Supervisors are appointed as members of the University of Illinois Department of Leisure Studies faculty during the period they are supervising student interns. Agency supervisors receive a staff identification card and are entitled to the following faculty benefits:
 - a. Obtain a partial refund of tuition and fees for registration in university classes during the period of appointment, or within one calendar year of the appointment.
 - b. Obtain parking permits at the established faculty rate.

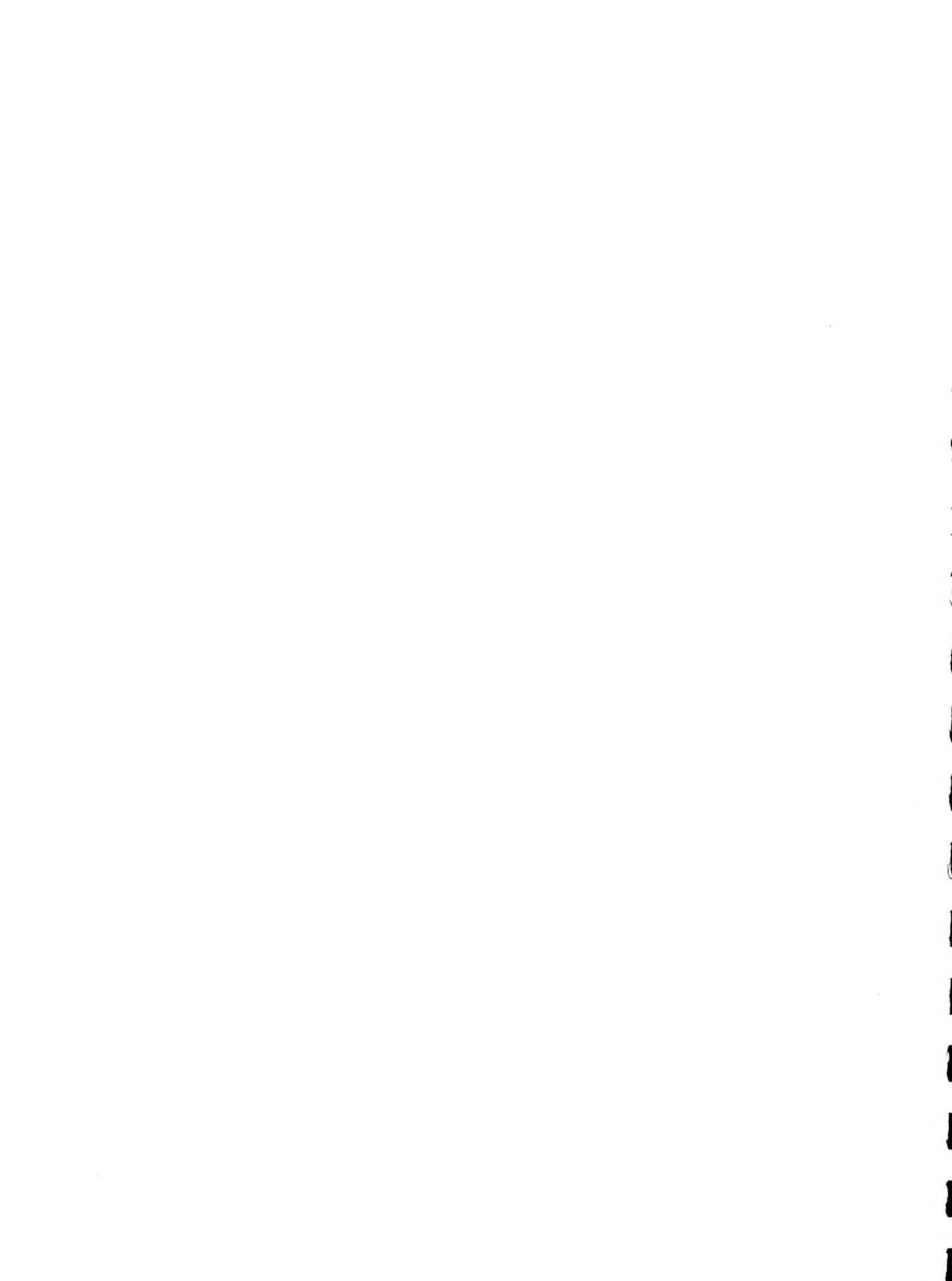


- c. Purchase Athletic Association tickets (one or two) at the regular faculty rate.
- d. Use of the University of Illinois Library.
- e. Purchase a permit to use University recreation facilities at the faculty rate.
- f. Use of all other University facilities which are available for general faculty use including the Illini Union.
- g. Reduction in the cost of books and supplies at campus book stores.

V. GENERAL RESPONSIBILITIES OF THE STUDENT INTERN

The student is responsible for fulfilling the requirements of each fieldwork experience as provided in the course outlines and follow the general guidelines below:

- A. Submit a letter of application with a resume attached to approved agencies selected in consultation with the University Coordinator as possible training locations.
- B. Provide the agency with personal background information and academic achievement prior to your arrival at the agency.
- C. Participate in the Fall Field Placement Program to seek and secure a position as a student intern.
- D. Internships may only be completed at approved field training stations.
- E. Make arrangements for your own housing. Agency supervisors may assist you with this task since they are more familiar with the housing situation in their community.
- F. Follow the policies and duties outlined by the agency, and meet all scheduled commitments and arrangements made in connection with training assignments.
- G. Check with the Agency Supervisor before any money is expended for program materials.
- H. Submit periodic reports as required by the university and the agency.
- I. Attend periodic conferences with the agency and university advisor.
- J. Affiliate with a professional organization that has interest in your area of specialization, i.e., Illinois Park and Recreation Society, Illinois Therapeutic Recreation Society, the American Camping Association, etc.
- K. Submit a final evaluation of the field experience to the Coordinator of Field Practicum Programs with a copy sent to the agency supervisor.
- L. Perform work assignments to the best of your ability.



VI. GENERAL RESPONSIBILITIES OF THE UNIVERSITY ADVISOR

The University Advisor keeps in close contact with the Agency Supervisor regarding the progress of each student, and is available to the Agency Supervisor for consultation on questions related to professional courses and the field work program.

In addition, the responsibilities of the university advisor are:

- A. To represent the university in all official arrangements with cooperating agencies in the conduct of the field work program.
- B. To supervise arrangements for and give final approval of all field placement assignments.
- C. To help students prepare for their internships.
- D. To monitor the student's experience and to be available for consultation with either students or agency personnel in case of difficulty.

VII. Field Practicum Course Descriptions

Students majoring in Leisure Studies at the University of Illinois are required to complete ten to twelve semester hours of fieldwork.

Leisure Studies 182 - Basic Recreation Field Experience I and II may be taken for one or two hours credit. One or both of these requirements may be waived if the student has previously held a leadership position.

Leisure Studies 280 - Professional Seminar is a prerequisite for Leisure Studies 282-3. The purpose of the seminar is to prepare the students for their Professional Practicum.

Leisure Studies 282 and 283 - Field Practicum I & II may be taken in one agency during the fall or spring semesters for eight or twelve hours credit. Students who choose to complete the practicum during the summer must complete two successful programs in the same or different agency over two summers.

Leisure Studies 381 - Management Internship is offered to, but not required of, seniors who have successfully completed their practicum requirements, and to graduate students who have completed their undergraduate program in an area not related to the field of parks and recreation, and who lack basic practical experience.



MINIMAL HOURS REQUIRED FOR ACADEMIC CREDIT

Course Number	Purpose	University Credit	Work Hrs Per Semester	Per Week* Summer	Usual Class Standing
182 I & II	Face to face	1 hour	4-6	8-12	Sophomore
182 I & II	delivery level of service	2 hours	8-12	16-24	Sophomore
282	Supervisory	4 hours	16-24	32-48	Junior
282**	Experience	8 hours			Junior/Senior
283	Supervisory or Administration	4 hours	16-24	32-48	Junior/Senior
381	Management	$\frac{1}{2}$ U or 2 hrs	8-12	16-24	Senior or
381	Internship	1 U or 4 hrs	16-24	32-48	Graduate

* The figures in this column are based on an eight week experience.

**Leisure Studies 282 may be taken for 8 hours credit only in conjunction with 283 for 4 hours credit. This allows a student to combine the two experiences into one semester, off campus, and receive 12 credit hours. To do this would require a 40 hour per week position for a minimum of 20 weeks duration.

VIII. LEISURE STUDIES 282/283 -- Field Practicum I & II

A. Introduction

Prerequisite: Sophomore standing, LEIST 182 I and II, LEIST 210, 215, and 280; 3.50 grade point average

Course Credit: See chart above

Leisure Studies 282 and 283 are two separate courses. However, they can be taken concurrently for an entire semester off campus. Each course is a 4 hour course. Students can elect to take 282 for 8 hours and 283 for 4 hours to maintain their status as a full time student. To do this they must spend 20 weeks on a full-time basis in an agency.

Students enrolled in LEIST 282 and 283 should assume supervisory roles in an agency. They are expected to have functional responsibility over an area of operation and to be in charge of drawing together the human, physical and fiscal resources necessary to deliver a leisure service. Their assignment in an agency should duplicate as nearly as possible the actual responsibilities of a permanent supervisory staff member. Examples of acceptable assignments include supervising a traveling playground operation; water front director at a camp; supervising a playground arts and crafts operation; etc.

Students in the Therapeutic Recreation option who enter clinical agencies are not expected to assume supervisory roles but rather to demonstrate an increasing level of competency as a therapist.



B. Course Requirements for Students

- a. Students, with the assistance of the University Coordinator, must seek and secure their own placement.
- b. To register and pay the appropriate fees as required.
- c. Students must function at the agency in accordance with the agency's work loads and policies.
- d. Students attend and complete the training program designed by the agency.
- e. Students complete and submit the course reports as outlined in this manual.
- f. Students complete the minimum number of hours in the agency as outlined in this manual. (see page 6)

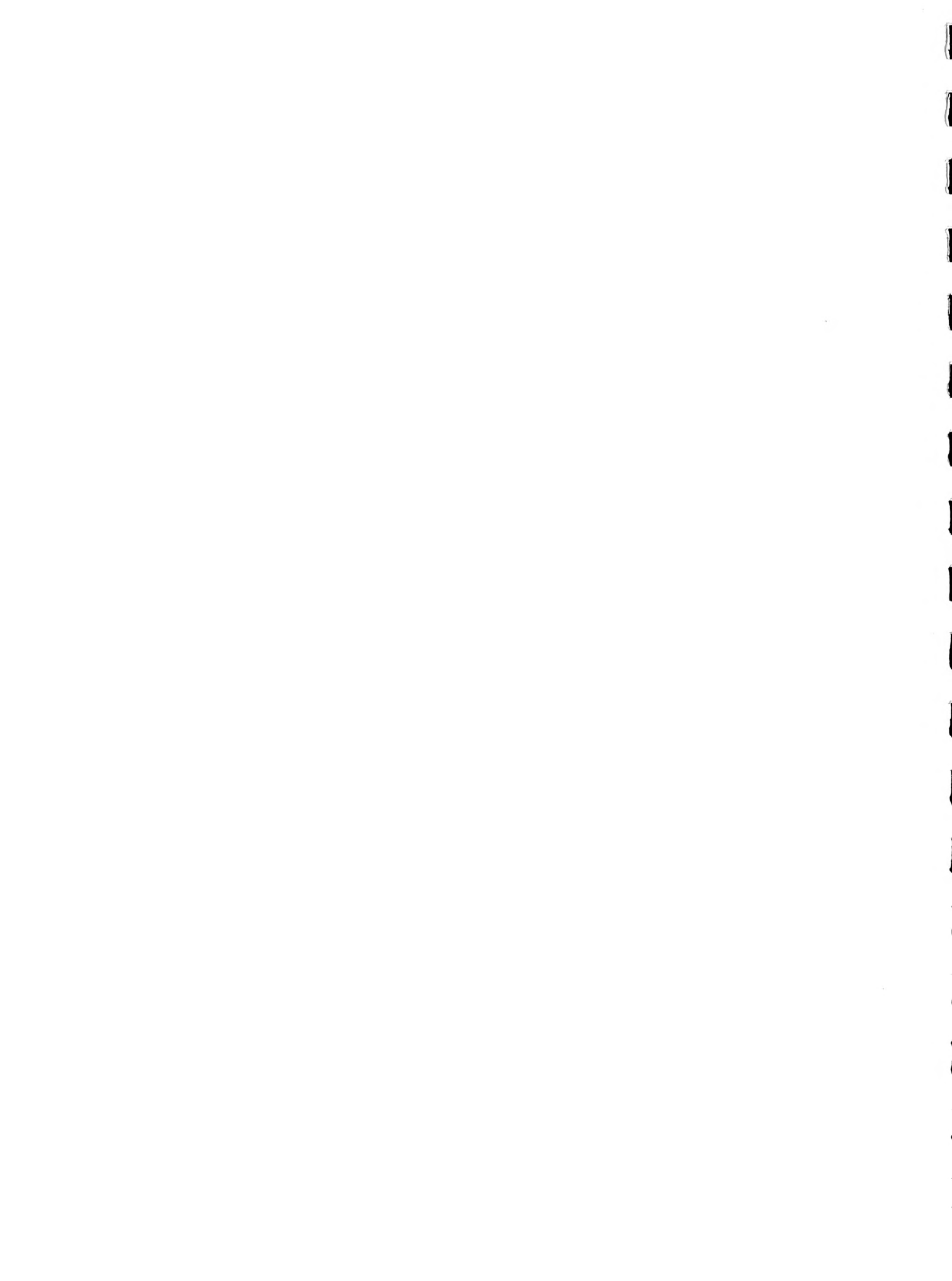
C. Course Objectives

- a. To carry our supervisory responsibilities, ie. to organize the human, fiscal and physical resources necessary to deliver a leisure service.
- b. To give the student an opportunity to synthesize and integrate the theoretical knowledge gained in the classroom and apply it in practice.
- c. To expose the student to aspects of the profession available only in the field.
- d. To expose the student to the agency's operating processes.

D. Agency Supervisor's Responsibilities

Agencies should treat the student the same as any other employee or volunteer secured for a similar position. Students should receive training, supervision, and on-going evaluation as provided for all employees. The following items are additional responsibilities the agency supervisor assumes for LEIST 282/283 students.

- a. Indicate acceptance of the student as a trainee by submitting the "Agency Acceptance of Student Intern" form (Appendix A in this manual)
- b. Design and conduct an on-going educational program for the student. See Appendix I for suggested areas to be covered. See Appendix J for Clinical Therapeutic Placement.
- c. Review student-developed goals and objectives with the purpose of verifying their feasibility of achievement within the agency. Goals and objectives that cannot be achieved within the agency should be returned to the student for revision. It is not the role of the agency supervisor to draft the student's goals and objectives - this is the student's responsibility.
- d. Complete and submit to the university a mid-term and final evaluation on the form provided in this manual (Appendices F & G) and share the results with the student. See Appendix B for the appropriate date.
- e. Meet and consult with the student and University Advisor twice during the student's experience to review the student's progress. University Advisors cannot travel outside the state. We will try to make arrangements with faculty from other universities to meet with our out-of-state students.



- f. Arrange a weekly meeting with the student to review the student's performance and program.
- g. Act as a resource person to assist students in formulating course report ideas and to assist and guide their development.
- h. Act as the liason of the agency to the university.

E. University Advisor's Responsibility

Each student enrolled in LEIST 282/283 is assigned a univeristy advisor. They are responsible for evaluating the student's written work, consulting with the student and the agency to insure a successful experience, and assigning the student a final grade. Their responsibilities can be summarized as follows:

- a. Evaluate the student's written reports and assist them in completing satisfactory work.
- b. Serve as a liason between the agency and the university.
- c. Visit the student on-site twice during the student's experience to observe the student's work and evaluate the student's progress. Students who are placed out of state are not visited. If suitable visitation arrangements cannot be made with faculty from nearby universities - university advisors will monitor the student's progress with frequent phone calls.
- d. Assign the student a final grade.

F. Student Course Reports and Requirements

Students enrolled in LEIST 282/283 are responsible for fulfilling the responsibilities assigned by the agency; establishing a schedule for completion of field work course reports; and completing and submitting the required reports on time. All students in LEIST 282/283 must complete projects a, b, c, and d below.

a. Student Initial Report and Schedule

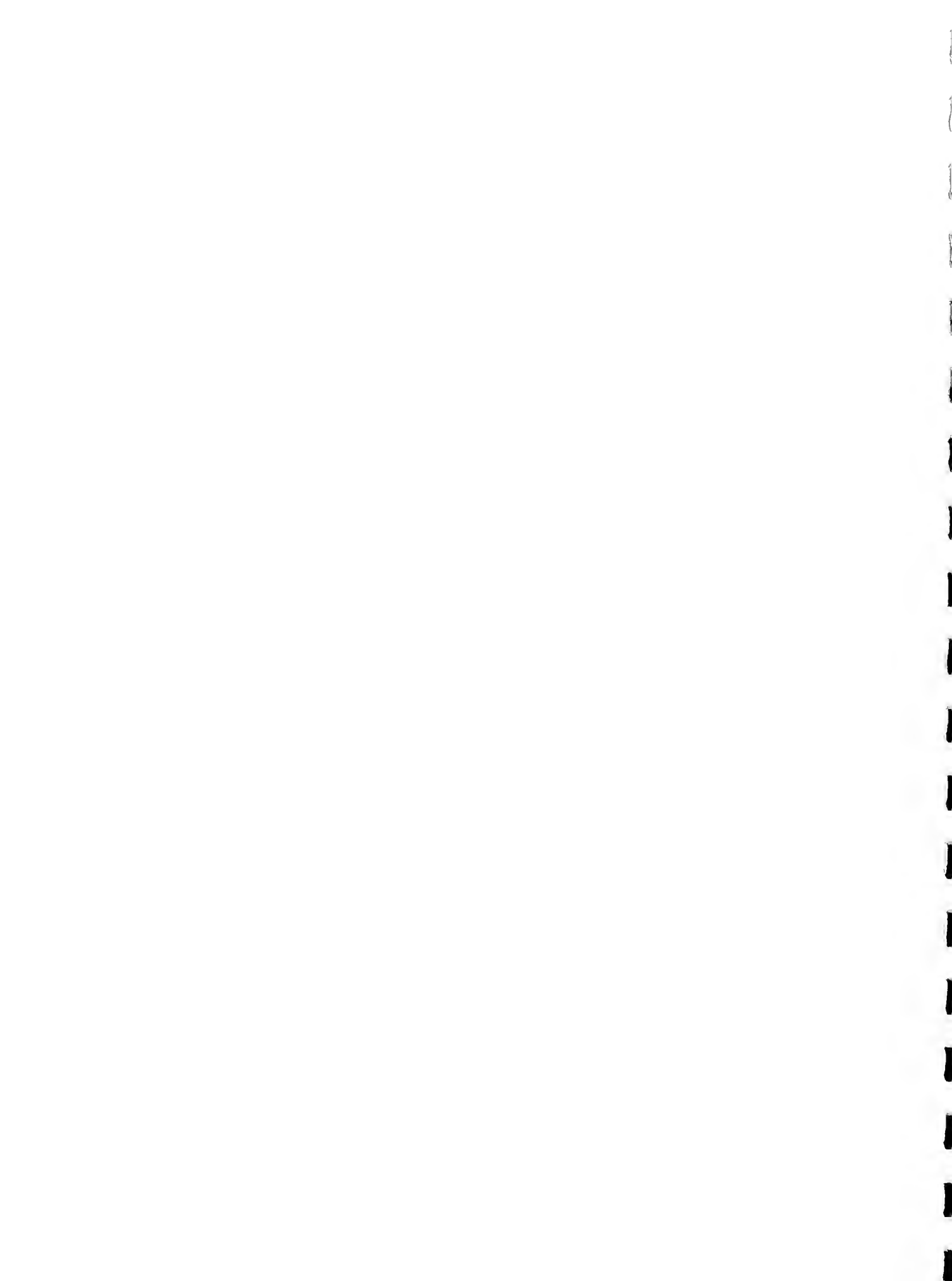
This form will indicate to the university advisor that the student has begun their field placement, indicate any changes that may have occured since the "Agency Acceptance of Student Intern" form was recieved and establish the practicum schedule. We realize that because of varying agency schedules some placements will not be able to meet the established deadlines. In that case indicate on Appendix B your proposed deadlines and a brief rationale for the needed deviation.

Students who request a deviation from the established schedule should consult with their agency supervisor to arrive at mutually acceptable and realistic deadlines.

b. Student Goals and Objectives

Each student is responsible for developing up to five learning goals with at least three objectives for each goal. These goals and objectives should be shared with your agency supervisor. They will check your work to see if they reflect a realistic set of learning outcomes that are possible to achieve at the agency.

Goals and objectives should be submitted on the form provided in this manual (Appendix C). Add additional sheets if necessary. Students who need help in developing goals and objectives should see Appendix H.



c. Weekly Reports

Weekly reports are an analysis of activities engaged in, problems encountered, insights gained, and professional growth realized during the week.

The function of these reports is to provide the University Advisor with an on-going understanding of the student's experience. They should also be shared with the Agency Supervisor. During regular semesters, these reports are due on a bi-weekly basis.

DUE: These should be mailed to reach the University Advisor on Mondays.

d. Final Student Evaluation Report

Utilize Appendix D as the front page of your final student evaluation report. The final report should communicate to the university and the agency in four areas:

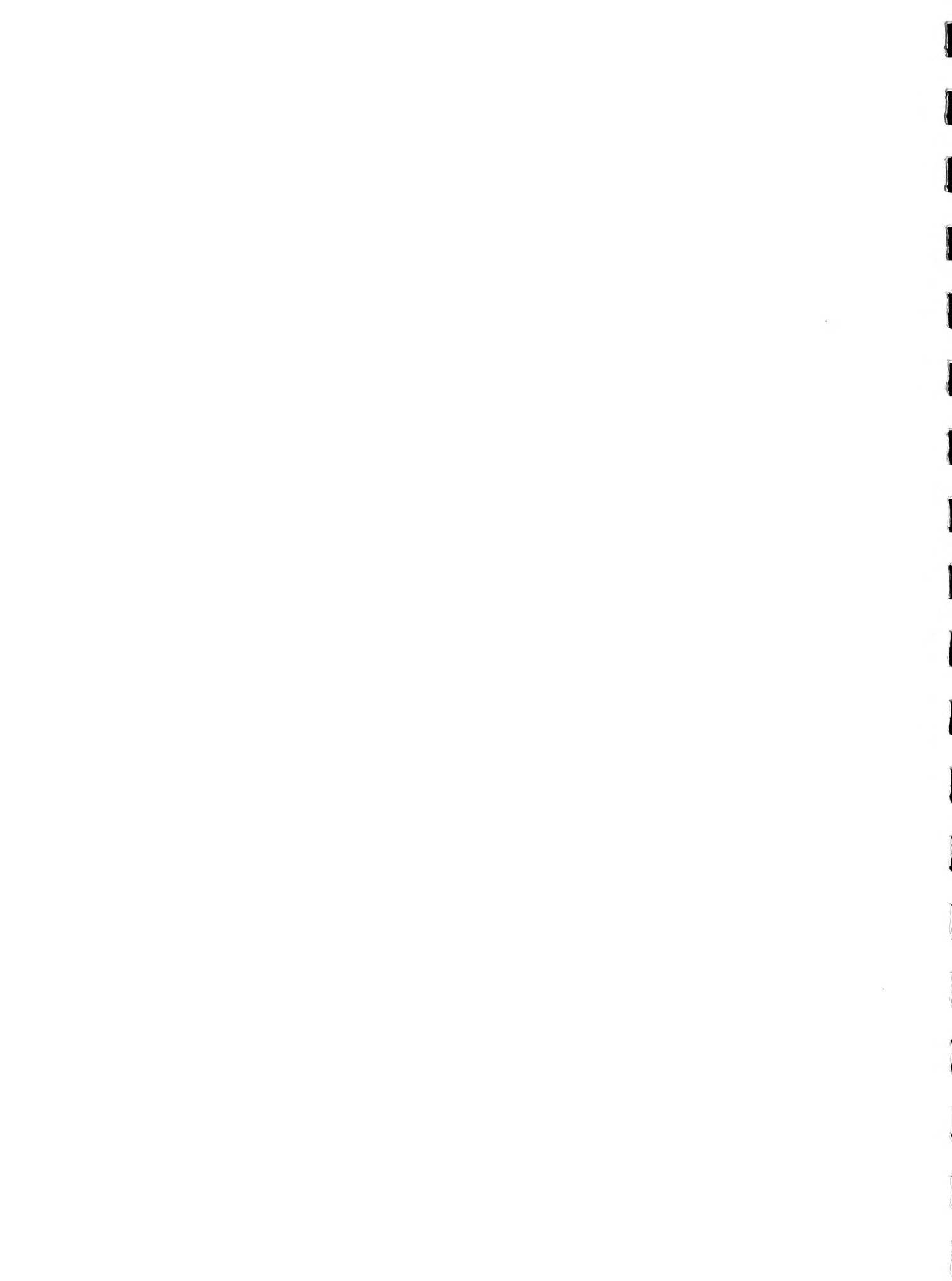
1. Goals. How far did you progress in reaching your goals? Try to analyze the reasons for your successes and failures. Were the goals unrealistic in the first place. Did the agency adequately help yourself in achieving the goals? As a result of this experience, how do you now view the goals?
2. Accomplishments. Discuss your most significant accomplishment and your most glaring failure during the experience and the lessons and insights you've gained from them. Were the agency's goals for the program you were involved in met?
3. The Agency. Discuss the agency as a field training station. Did they provide you with enough guidance and direction? Were adequate resources given to you to accomplish the job? How could your training program be improved. Do you recommend this field training station to other students? What type of training do you feel this agency is best prepared to give?
4. Other. This section is the students' to discuss any other pertinent detail of the field training program, constructive criticism and suggestions are welcome.

DUE: Within three days after the student terminates the practicum

Students who are in the Outdoor, Administration or Program Specialist Options must complete the Supervisory Project below and should choose between the Practicum Notebook and Slide Series. Specifications on these projects are outlined below:

- e. Supervisory Project - The student, with the assistance of the Agency Supervisor, should formulate a project that is both meaningful to the student and useful to the agency. Examples of possible projects include, conducting a workshop, a complete program plan and evaluation, developing a manual, a planning study, a feasibility study, etc. All project proposals, should be written up and submitted to the University Advisor on the form supplied as Appendix E by midterm.

DUE: During the final visit of the University Advisor or sooner if possible.



- f. Slide Series - Assemble and present a twenty picture slide presentation that relates to your placement. The student is expected to demonstrate an ability to conceptualize a visual presentation, prepare a written narrative that ties the presentation together in a sequential story line, and to actually show and narrate the presentation to the University Advisor and Agency Supervisor.

DUE: During the final visit of the University Advisor

- g. Practicum Notebook - The student should develop a notebook or file of pertinent materials from the agency. Some of the items to be included are -- the agency's philosophy, ordinances, enabling legislation, record and report forms, program brochures, budget and accounting forms, administrative processing forms, charting forms, etc. All information collected, should have some future value to the student. Students are expected to know the purposes and uses of each item in the book and to organize it logically for future retrieval.

DUE: During the last University Advisor's visit

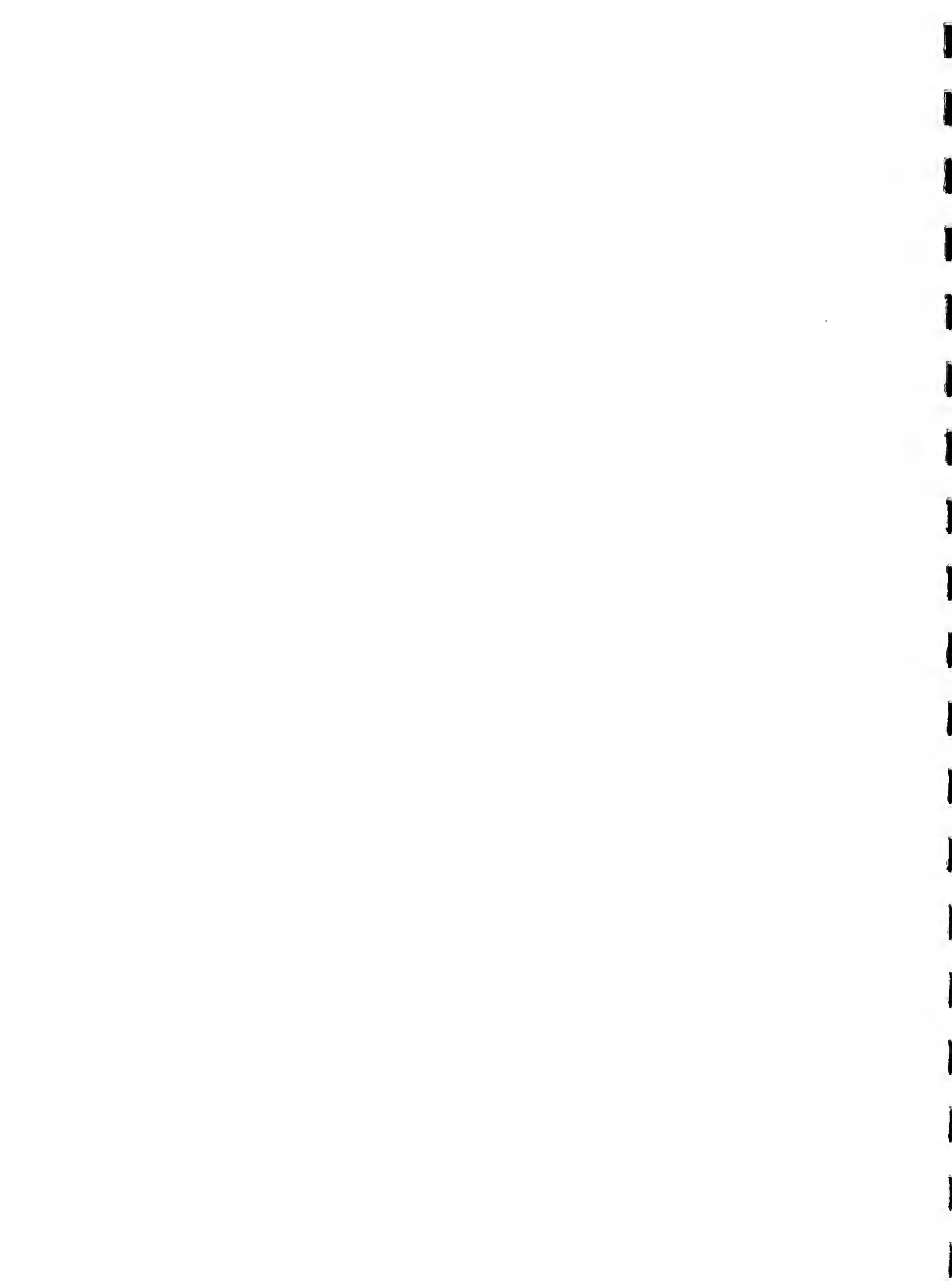
Students who are in the Therapeutic Option in addition to projects a,b,c, and d already outlined must complete the following projects:

- h. Oral Exam - An oral exam will be given students during the final university supervisor's visit. Questions will be formulated from the training guide - Appendix J.
- i. Individualized Treatment Plan - The student is to prepare and present to the university advisor and the agency supervisor an appropriate treatment plan for one client.
- j. Systems Designed Activity - The student is to prepare a systems designed activity plan for a specific population and submit a copy of the plan to the university advisor and the agency supervisor.
- k. In-Service Training - The student will design, implement and evaluate an in-service training program. The subject to be covered will be by mutual agreement of the agency supervisor and the student. Hopefully it will center around a particular skill of the student's but it must be consistent with the needs of the agency.

DUE: The oral exam will be administered during the university advisor's final visit. Other projects may be submitted when completed but are due at the latest, during the university advisor's final visit.

G. Grading Plan

Students enrolled in LEIST 282/283 are assigned Satisfactory or Unsatisfactory grades. To receive a final mark of Satisfactory all of the student's course reports and their performance in the agency must be evaluated as Satisfactory. Any course reports evaluated as Unsatisfactory will be returned to the student until it is Satisfactory. University advisors are available to consult with students and help them improve the quality of their work.



APPENDIX A

DEPARTMENT OF LEISURE STUDIES
University of Illinois

Agency Acceptance of Student Intern

Basic Recreation Field Experience I & II - Recreation 182 _____ (1-2 hours)
Professional Field Practicum I & II - Recreation 282-3 _____ (4-8 hours)
Management Internship - Recreation 381 _____ (½ or 1 unit)
_____ (2-4 hours)

Student _____ Phone () _____

Campus Address _____ City _____ Zip _____

Field Address _____ City _____ Zip _____

Agency Supervisor _____ Title _____

Supervisor Social Security Number _____ Phone () _____

Field Agency _____

Agency Address _____ City _____ Zip _____

Starting Date _____ Terminating Date _____ Salary _____

Job Description

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

This agency hereby accepts the above names student as a student intern and/or employee for the time, and under contract listed above:

Agency Representative

Date

Return to: J. Robert Rossman, Coordinator
Field Practicum Programs
Department of Leisure Studies
University of Illinois - 104 Huff Gym
Champaign, Illinois 61820

Intern daily work schedule



APPENDIX B
Initial Report and Schedule

Instructions: To be completed by the student and returned to the University Coordinator as soon as possible upon reporting to the agency.

DATE _____

Student's Name _____

Living Address _____

Telephone Number () _____

Agency _____

Agency Address _____ Phone() _____

Agency Supervisor's Name _____

LEIST 282/283 Schedule Summer 1977

Alternative Dates

	June 6	Instruction Begins
	June 10	First Weekly Report Due
	June 13	Goals & Objectives Due
	June 13-24	First University Advisor Visitations Made
	June 17, 24 & July 1	Weekly Reports Due -- Agency's Mid Term Evaluation of Student Due Supervisory Project Proposals Due
	July 8, 15	Weekly Reports Due
	July 18-29	Final University Advisor Visitations Made All reports designated as due during this visit must be submitted
	July 22	Weekly Reports Due
	August 3*	Student Final Evaluation Report Due Agency Final Evaluation of Student Due

*NOTE: Students who complete their practicums after this date will receive a deferred (DF) grade for the course on their university grade report. Students should check with their university advisor, the Field Practicum Coordinator, or the Office of Admissions and Records after returning to campus to find out their final grade.

We realize that because of varying agency schedules some placements will not be able to meet these deadlines. In that case, indicate your proposed deadlines in the space provided above and in the area below (attach additional sheets if needed) write a brief rationale for the needed deviation - be sure to discuss these deadlines with your agency supervisor.

RATIONALE:

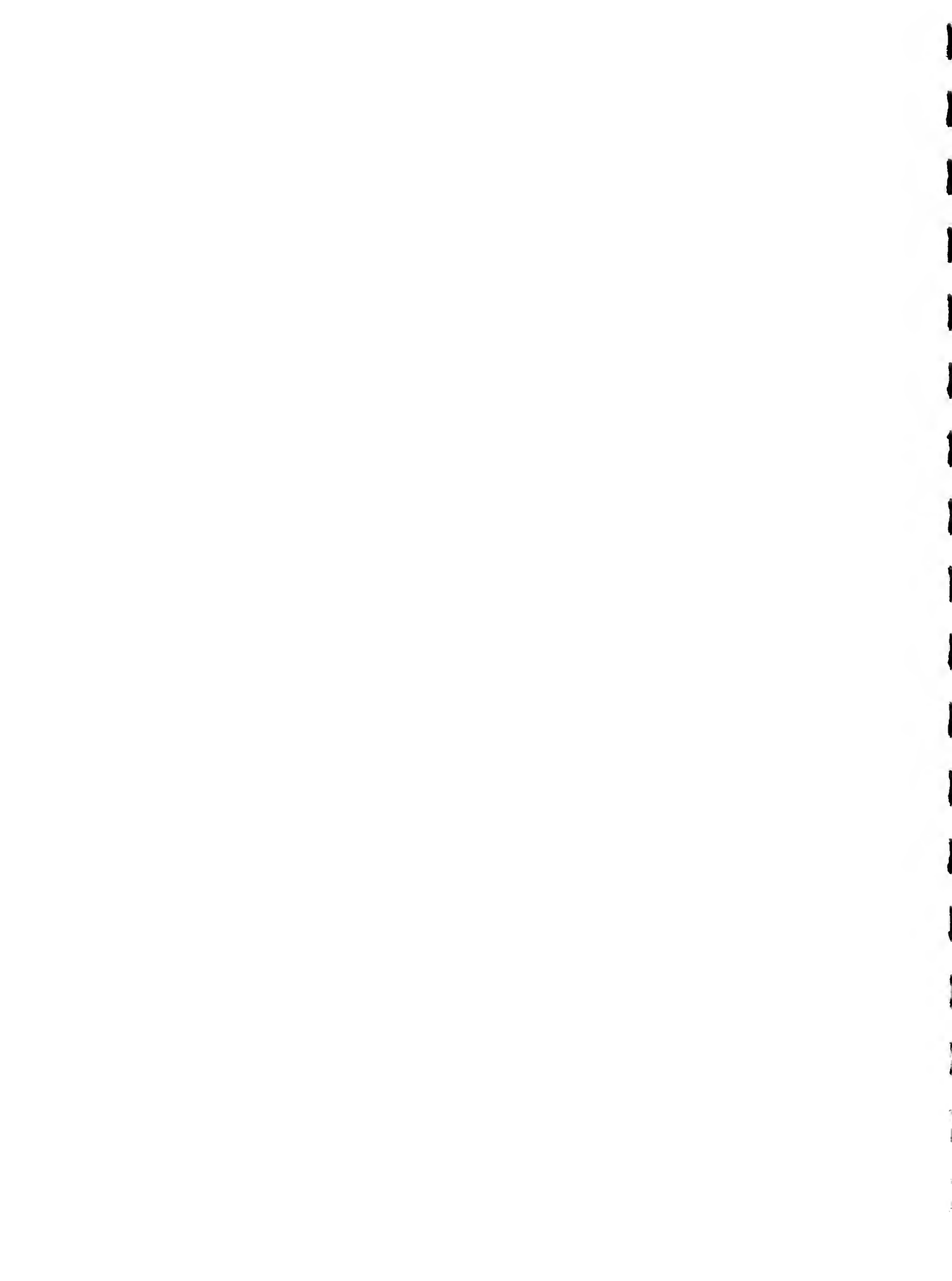


APPENDIX C
LEIST 282-283
Goals and Objectives

NAME _____

AGENCY _____

Use the space below to write your goals and objectives. Then detach this sheet and mail to your university advisor by the appropriate deadline. Add additional sheets if necessary.



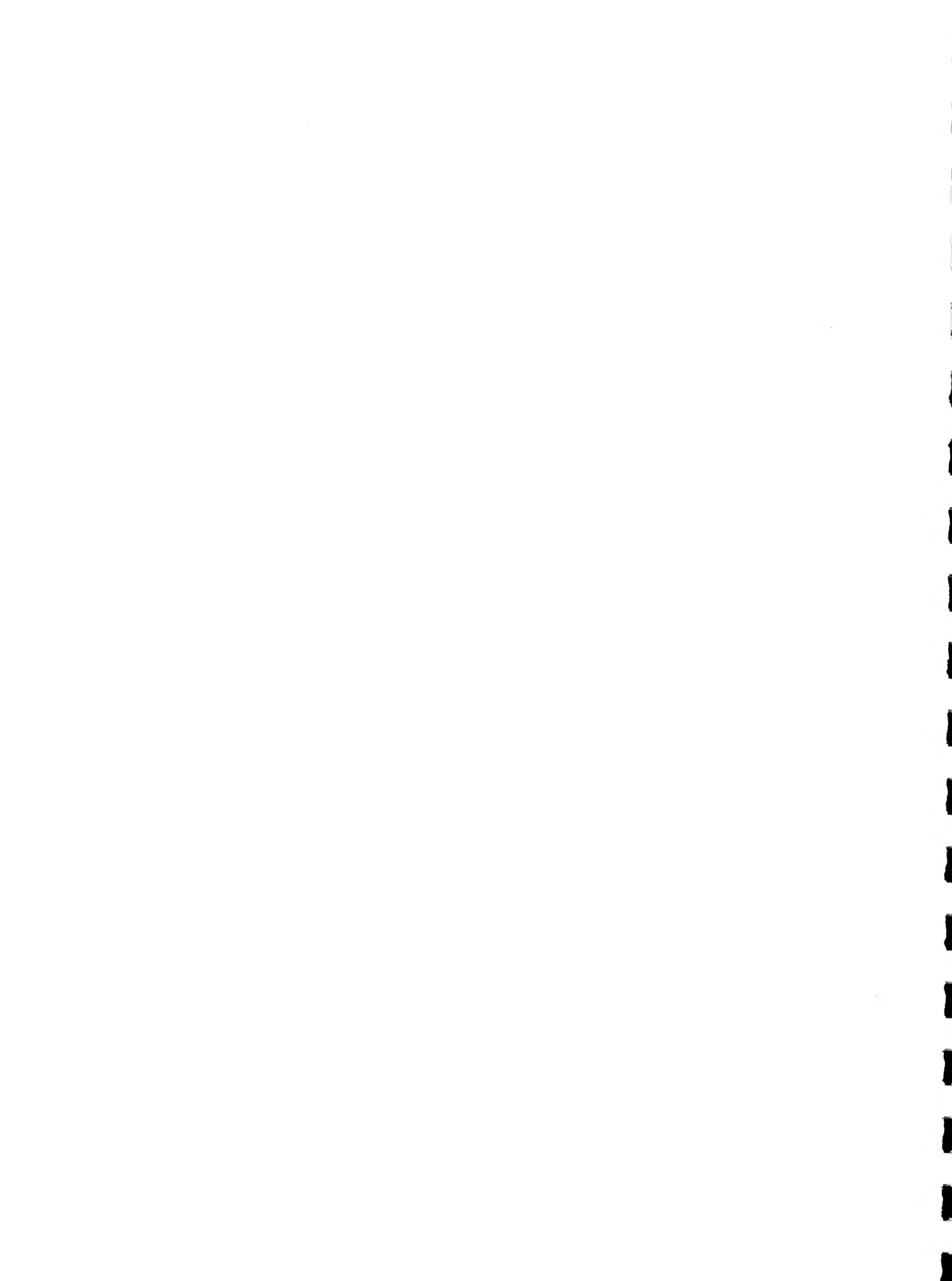
APPENDIX D
LEIST 282-283

Student Final Evaluation Report

NAME _____

AGENCY _____

Use this sheet to begin your final report - add additional sheets as needed.



APPENDIX E
Supervisory Project Proposal

1. PROJECT DESCRIPTION

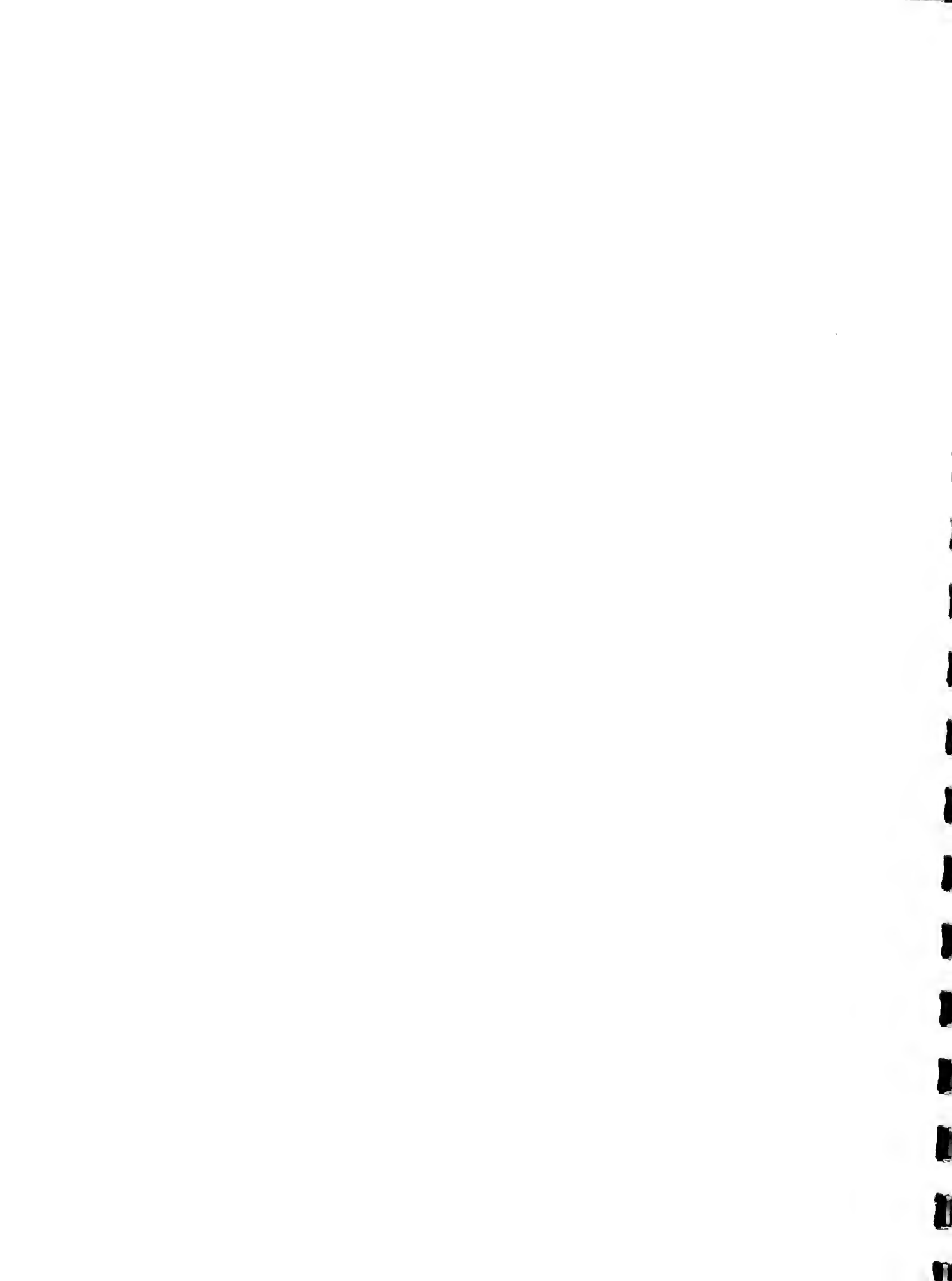
2. PURPOSE OF PROJECT FOR AGENCY (What need is this going to fulfill for the agency?)

3. METHODOLOGY (How do you propose to do this?)

4. PROJECT SCHEDULE (Be sure to indicate a completion date)

5. FORM OF THE REPORT TO THE UNIVERSITY (Booklet, report, brochure, etc?)

Approval
Student _____
Agency Supervisor _____
University Advisor _____



APPENDIX F

Mid Term Evaluation Report for Leisure Studies 282, 283
(circle one)

Student _____

Placement Agency _____ Agency Supervisor _____

Semester: Fall _____ Spring _____ Summer _____ 19____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To develop a practical improvement program for the second half of the placement.

Instructions

1. Following are identified several professional performance traits. Please identify under each the student's current level of performance and your suggestions for growth during the second half of placement.
2. Reflect carefully upon the student's work and make an honest judgement of their performance.
3. This evaluation should be shared with the student prior to mailing.

Evaluation Traits:

1. PERSONAL HABITS: Attention to appearance, including suitability of attire and grooming.
 - a. Current level of performance

 - b. Suggestions for growth

2. RESPONSIBILITY: Dependability. Ability to meet schedules, follow through, and attend to instructions.
 - a. Current level of performance

 - b. Suggestions for growth

3. ATTITUDE: Loyalty, interest, and approach to job, associates, public and the agency. Ability to comply with established procedures and policies.
 - a. Current level of performance

 - b. Suggestions for growth

4. JUDGEMENT: Possess common sense. Distinguishes important from unimportant. Tact. Makes responsible decisions.
 - a. Current level of performance
 - b. Suggestions for growth

5. ATTENDANCE AND PUNCTUALITY: Regularity of attendance. Promptness of reporting absence, tardiness, and time off for illness of personal business, clock watching.
 - a. Current level of performance
 - b. Suggestions for growth

6. ORAL COMMUNICATIONS: Ability to communicate effectively with other staff members, and ability to secure acceptance of ideas, methods, procedures, and plans by other staff members. Consideration of others' viewpoints.
 - a. Current level of performance
 - b. Suggestions for growth

7. WRITTEN COMMUNICATIONS: Degree of skill and ability to express thoughts on paper, reports, projects.
 - a. Current level of performance
 - b. Suggestions for growth

8. QUALITY OF WORK: Organization. Thoroughness. Soundness of decisions. Foresight.
 - a. Current level of performance
 - b. Suggestions for growth

9. KNOWLEDGE & UNDERSTANDINGS: Possess adequate knowledge and skill commensurate with academic training. Understands recreation's value for the particular participants.
 - a. Current level of performance
 - b. Suggestions for growth

10. INDEPENDENT FUNCTIONING: Ability to perform without constant supervision and to function constructively on own initiative when necessary.

- a. Current level of performance

- b. Suggestions for growth

11. PRODUCTIVITY: Use of time and facilities. Volume and nature of work produced. Planning and follow through.

- a. Current level of performance

- b. Suggestions for growth

*12. IDENTIFY CLIENT NEEDS: Ability to draw conclusions from various input sources.

- a. Current level of performance

- b. Suggestions for growth

*13. DEVELOP TREATMENT PLANS: Plans are appropriate for identified needs. Plans are successful.

- a. Current level of performance

- b. Suggestions for growth

*14. CHARTING CLIENT PROGRESS: Accurately recognizes and delineates client's progress.

- a. Current level of performance

- b. Suggestions for growth

*The following apply to students in therapeutic settings only.

PRACTICUM GOALS: Indicate if satisfactory progress is being made toward student goals.

Satisfactory
Unsatisfactory

1.		
2.		
3.		
4.		
5.		
6.		

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

University Advisor's Signature _____ Date _____

Return to Department of Leisure Studies, 104 Huff Gymnasium, University of Illinois,
Champaign, Illinois 61820.

APPENDIX G

Final Fieldwork Evaluation for Leisure Studies 282, 283
(circle one)

Student _____
 Placement Agency _____ Agency Supervisor _____
 Semester: Fall _____ Spring _____ Summer _____ 19_____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To assess the student's performance improvement observed during placement.

Instructions

1. Indicate below the student's satisfactory or unsatisfactory progress in achieving their goals.
2. Complete this form by indicating the student's satisfactory or unsatisfactory performance in the traits listed.
3. Any observed deficiencies should be explained.
4. Discuss the evaluation with the student.
5. Return this form to the Department of Leisure Studies, 104 Huff Gymnasium, Champaign, Illinois 61820.

PRACTICUM GOALS

	Satisfactory	Unsatisfactory
1.		
2.		
3.		
4.		
5.		
6.		

TRAITS:

Satisfactory Unsatisfactory

1. Personal Habits		
2. Responsibility		
3. Attitude		
4. Judgement		
5. Attendance & Punctuality		
6. Oral Communications		
7. Written Communications		
8. Quality of Work		
9. Knowledge & Understanding		
10. Independent Functioning		
11. Productivity		
12. Identify Client Needs		
13. Develop Treatment Plans		
14. Charting Client Progress		

General Comments

- a. Agency Supervisor's Comments

- b. Student's Comments

Overall Agency Evaluation of Student Performance
 Satisfactory _____ Unsatisfactory _____

Agency Supervisor's Signature _____ Date _____
 Student's Signature _____ Date _____

*Apply to therapeutic settings only

APPENDIX H

Writing Goals and Objectives

Goals

A goal is a general statement of the performance expectations from your duties at the agency. The first step in defining a performance goal is to state the general behavior you expect to exhibit in the performance of your duties. These behaviors should be those exhibited by you (the student) not your supervisor or program participants. They should be stated in terms of products (outcome) desired, not as processes to be undertaken. There can be any number of goals stated for a given fieldwork, but a number of more than 8 to 12 is likely to destroy the focal examination of the learning experience afforded by goal development. Practically, determining between 3-5 goals is sufficient for field placement.

Objectives

An objective is a very specific statement that defines a specific observable behavior one expects to exhibit in the performance of their duties. Objectives should be specific, should clearly define the desired behavior, and be measurable. Successfully meeting several objectives indicates goal accomplishment. Therefore, selected objectives should be viewed as a partial sample of the objectives that could have been selected as indicators of goal accomplishment. Students should identify between 3-5 objectives for each goal.

Reference: Stating Behavioral Objectives for Classroom Instruction by Norman E. Groulund. The MacMillan Company, 1970.

Sources of Goals

The student may wish to examine three areas as possible sources of goals:

1. Demonstration of a noted deficiency. Deficiencies in the students professional preparation noted from class work, previous fieldwork, or personal feelings may be specifically focused on in goal development.
2. Agency performance expectations. What does the agency expect you to do to competently perform your assignment?
3. What skills or performance standards do your co-workers already possess that you need to demonstrate?
4. Etc.

Examples of Student Developed Goals and Objectives

Goal - To demonstrate competent oral communication.

Objectives

1. Present an inservice training session and have it rated well by participants
2. Chair a staff meeting
3. Give an oral presentation to the managing board
4. Speak to a civic club about the agency's program

APPENDIX H (continued)

Goal - To demonstrate skill in program planning

Objectives

1. Plan one evening family special event
2. Prepare daily activity plans for an eight week arts and crafts class
3. Plan and operate a summer long round robin playground tennis tournament
4. Prepare and operate a single elimination softball tournament

APPENDIX I

Training Guide Outline for Leisure Studies 282/283 (For Therapeutic placement see Appendix J)

It is expected that the Executive Officer or his representatives and the student intern meet on a weekly basis to discuss topics, material, and information not usually obtained in general internship experiences on the job.

This part of the field experience should help the student to understand the total concept of the agency through discussion of actual problems and situations in the operation of the agency. The following training outline includes suggested topics for discussion during conferences between the intern and the Agency Supervisor. Agency Supervisors should feel free to add other appropriate and useful information.

A. Orientation

1. General information about the community and the agency
2. Specific information regarding agency organization
3. Introduction to agency personnel
4. Job orientation and work schedules
5. Tour of the agency areas and facilities
6. Professional etiquette
7. General information about the agency's services
8. Plan for the total fieldwork assignment
9. General philosophy of the agency
10. Goals and objectives of the agency
11. Review of pay periods and personnel relations
12. Living arrangements and transportation

B. Legal Status of the Agency

1. History of the agency; its origins, changes and development
2. Legal action creating the agency
3. State laws governing the agency
4. Local ordinances or similar references to operational patterns
5. Liability problems and insurance
6. Methods of land acquisition
7. Zoning laws governing development
8. Federal and state assistance programs available to the agency
9. Regulatory laws established or enforced by the agency
10. Financial aspects of agency development

C. General Administration

1. Organization of the board or governing authority
 - a. Board policies and operational procedures
 - b. Board officers and their responsibilities
 - c. Relationships with other agencies
 - d. Planning and conducting a board meeting
 - e. Working with committees of the board
 - f. Advisory boards in the community

2. Agency Organization
 - a. Line-staff relationships
 - b. Personnel operations and policies
 - 1) Job analysis and assignment of duties
 - 2) Selection of employees
 - 3) Evaluation of personnel
 - 4) Salaries and fringe benefits
 - 5) Dress codes
 - c. In-service training programs
 - d. Office procedures
 - 1) Office operations
 - 2) Records and reports
 - 3) Filing systems
 - e. Use of volunteers
 - 1) Selection process
 - 2) Training procedures
 - 3) Assignment of responsibilities
 - f. Organized labor unions
3. Finance
 - a. Control of finances
 - b. Procedures for obtaining funds and sources of funds
 - c. Policies for the handling of funds
 - 1) Receipts and vouchers
 - 2) Purchase orders and bids
 - 3) Approval of expenditures
 - d. Budget
 - 1) Policies governing its development
 - 2) Steps in the planning, preparation and presentation of the budget
 - 3) Budget forms and procedures
 - 4) Budget operations
 - 5) Over and under adjustments
 - e. Special finance problems
 - 1) Establishing fees, charges and rental rates
 - 2) Special fund management
 - 3) Auditing procedures
 - 4) Bonding procedures
 - 5) Purchase of quantity orders and discounts
 - 6) Gifts and donations
 - 7) Petty cash funds
 - 8) Cash flow
 - f. Payroll
 - 1) Withholding taxes, Social Security, Retirement
 - g. Profit and loss
 - 1) Balance sheet, general ledger and financial statements
 - h. General discussion of lending institutions and rates

D. Public Relations

1. Objectives of the agency's public relations program
2. Personnel responsible for public relations
3. Public relations budget
4. Media used for the public relations program

5. Publications
 - a. Annual report
 - b. Bulletins
 - c. Program fliers
6. Do's and don'ts in human relations
7. How to handle complaints
8. Development of mailing lists
9. Determining influence centers of the community
10. Image creation
11. Awards and recognition of lay leadership

E. Program Planning

1. Philosophy and objectives of programming
2. How activities are chosen
3. Percentage of the total budget for programming
4. Criteria for the selection of program leaders
5. Master scheduling the program
6. Steps in program planning
7. Factors affecting program planning
8. Registration - reservation procedures
9. Citizen/client participation in program development
10. Coordination of program staff
11. Coordination of recreation and park facilities
12. Evaluation procedures and criteria

F. Areas and Facilities

1. General standards for recreation and park facilities
2. Design and layout of facilities
3. Space utilization of areas and facilities
 - a. Analysis of facility operations
 - b. Storage
4. Special adaptations of equipment and facilities for the disabled
5. Evaluation of areas and facilities
6. Safety standards for recreation and park areas
7. Planning process for the establishment of new facilities
 - a. Criteria for new developments
 - c. Community involvement
8. The role of the agency in assisting in the development
9. Park-school cooperation
10. Financing new areas and facilities
 - a. Revenue and general obligation bonds
 - b. Bank loans
 - c. Stock sales
 - d. Capital improvement funds
 - e. Revenue sharing funds
11. Laws, ordinances and special regulations regulating special facilities such as swimming pools

G. Maintenance

1. Percentage of total budget for the maintenance program
2. Scheduling the maintenance program
 - a. Seasonal starting dates
 - b. Developing priorities
3. Selection of maintenance personnel
4. In-service training programs
 - a. Soil, turf and plant management
 - b. Equipment use and care
 - c. Facility maintenance

5. Developing a shop operation system
6. Planting Operations
 - a. Nursery standards and planting methods
 - b. Tree pruning, care and spraying
 - c. Selection of trees
7. Establishment and care of turf
 - a. Preparation and seeding methods
 - b. Irrigating and mowing process
 - c. Spraying and fertilization programs
8. Park design and landscape architecture
9. Maintaining special facilities
 - a. Swimming pools, ice rinks, tennis courts and ball diamonds
 - b. Nature centers and trails, arboretums and totanical gardens
 - c. Children's farms and zoos
 - d. Community centers and day camps
 - e. Marinas and beaches
 - f. Toboggan hills and ski slopes

H. Volunteer Programs

1. Philosophy and organization of the volunteer program
2. Recruitment procedures for the volunteer program
3. Orientation and training program for volunteers
4. Recognition and evaluation of the volunteer program

I. General Subject Areas

1. The life of professional park and recreation personnel
 - a. Local customs and traditions
 - b. Membership in local organizations
 - c. General social life and behavior
2. Professional affiliation
 - a. Professional organizations at local, state and national levels
 - b. Registration of professional personnel
 - c. How professional organizations relate to the agency
 - d. A professional code of ethics
3. Commercial recreation opportunities
 - a. Clubs
 - b. Camps
4. Placement opportunities after completion of the internship
 - a. How to look for a professional position
 - b. What a director looks for when hiring personnel
 - c. How to conduct an interview
5. Relationships with institutions of higher education
 - a. Consultation
 - b. Education
 - c. Research

APPENDIX J
TRAINING GUIDE
FOR THE UNDERGRADUATE CLINICAL FIELD PLACEMENT

Agency:

1. To acquire knowledge of the purpose and nature of the sponsoring agency.
2. To acquire knowledge of the goals and objectives of the agency.
3. To acquire knowledge of the organizational structure of the agency.
4. To acquire knowledge of the roles and functions of the various disciplines involved in the delivery of service within the agency.
5. To acquire knowledge of the interrelationships of affiliated agencies.

Therapeutic Recreation Service:

1. To acquire knowledge of the philosophy, purpose, and nature of therapeutic recreation service (recreation therapy, activity therapy, recreation for handicapped) as conducted in the agency.
2. To acquire knowledge of the goals and objectives of the therapeutic recreation program(s).
3. To acquire knowledge of the role and function of the therapeutic recreation within the framework of the overall agency program.

Therapeutic Recreation Administration:

1. To acquire knowledge of the organizational structure of the therapeutic recreation department including staff positions and responsibilities.
2. To acquire an understanding of the basic communication process utilized by the department including the various types of staff meetings.
3. To acquire knowledge and skill in the various written requests, reports and record keeping procedures utilized by the department.
4. To acquire knowledge of basic administrative tasks including budgeting, personnel management, long range planning, purchasing, policy determination, delegation of responsibility, public relations and maintenance.
5. To acquire knowledge and skill in basic program operation including program preparation, scheduling, and follow through (evaluation, reporting, referral, etc.)
6. To acquire knowledge of resources utilized by the department in the planning and conducting of programs.

Clients:

1. To acquire an understanding of the nature and etiology of the illness and/or disabilities served by the agency.
2. To acquire an understanding of the effect of illness or disability on personality development and expression.
3. To acquire knowledge of diagnosis, treatment and prognosis characteristics related to the population being served within the context of the agency's philosophy and approach.
4. To acquire a working knowledge of the characteristic, limitations and abilities of the clientele relative to therapeutic recreation service.



Therapeutic Recreation Program:

1. To acquire skill in the techniques of program planning utilized by the therapeutic recreation staff.
2. To acquire skill in the process of assessment and evaluation of individual clients utilized by the agency.
3. To acquire skill in conducting individual and group programs.
4. To acquire skill in the utilization of the various leadership, intervention and therapeutic techniques utilized by the therapeutic recreation staff.
5. To acquire skill in the methods of program evaluation utilized by the therapeutic recreation staff.

Professionalism:

1. To acquire an understanding of professional ethics and conduct as related to the delivery of therapeutic recreation service.
2. To acquire an understanding of ongoing professional development and growth.
3. To acquire skill in the interpretation of therapeutic recreation service to others outside the profession.
4. To acquire professional attributes and characteristics regarding therapeutic recreation external to the immediate responsibilities to the agency.



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