



**Undergraduate Handbook**  
**Academic Year 2018–2019**  
Recreational Therapy  
Department of Rehabilitation Sciences



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## *Table of Contents*

Welcome and Introduction.....	4
Recreational Therapy at Temple University.....	5
The Mission of the Recreational Therapy Program.....	5
Statement on Active Living .....	5
Outcome Goals .....	6
Student Learning Outcomes .....	6
Program Goals .....	8
Departmental and Program Contact Information.....	9
Faculty and Staff Directory.....	9
Advising Information .....	10
Roles and Functions of the Academic Advisor .....	10
Roles and Functions of the Undergraduate Program Coordinator .....	11
Roles and Functions of the Internship Coordinators .....	11
Roles and Functions of the Faculty .....	12
Curriculum Requirements .....	12
University Curriculum .....	12
Recreational Therapy Program Requirements .....	12
Required Health-Related Professions Core .....	13
Required Cognate Core .....	13
Program Lower-Division Required Courses .....	13
Program Upper-Division Required Courses .....	13
Program Cognate Courses (THRC Electives) .....	14
Professional Development Requirements .....	14
Departmental Internship Requirements .....	16
Mandatory Health Screening Requirements .....	17
Accelerated Master of Science degree in Recreation Therapy .....	18
Additional Certificate and Minor Options Available at Temple for RT Students .....	18
Academic Minors .....	18
American Sign Language Certification .....	18
Horticultural Therapy Certificate .....	19
Healthcare Management Minor .....	19
Important University, CPH, and Program Policies and Procedures .....	19
Grievances .....	19

RT Program Professional Behavior Statement .....	20
Professional Certification Related to Recreational Therapy .....	20
Certified Therapeutic Recreation Specialists (CTRS) .....	20
Additional Specialty Certifications .....	20
Board Certified Assistant Behavior Analyst® (BCaBA®) .....	20
Certified Addictions Counselor Certification (CAC) .....	21
Child Life Specialists Certification (CCLS) .....	21
Student and Professional Organizations Related to Recreational Therapy .....	21
Student Awards and Recognitions .....	22
Awards from Professional Organizations .....	22
The Peg Connolly Scholarship Program .....	22
The William P. Dayton Memorial Scholarship .....	22
The PRTS Student Honor Award .....	22
Awards from the Recreational Therapy Program .....	22
The Bill Dayton Scholarship .....	22
The Outstanding Senior Award .....	23
The John Noisette Memorial Award .....	23
The Certificate of Recognition Award .....	23
Nominating Procedures for Departmental Awards .....	23
Awards from the College of Public Health .....	23
The College of Public Health Excellence Award .....	23
The College of Public Health Alumni/ae Federation Acres of Diamonds-Spirit Award .....	23
Handbook Acknowledgement Form .....	24

### ***Welcome and Introduction***

Welcome to the Recreational Therapy (RT) Program within the Department of Rehabilitation Sciences, College of Public Health (CPH) at Temple University (TU). We, the RT faculty members, are excited to work with you as you pursue the Bachelor of Science degree in Recreational Therapy (BSRT). We are here to provide you a quality education and support you as you pursue the BSRT degree and your academic and professional goals. We also want to encourage you to take advantage of all that Temple University and Philadelphia have to offer for leisure.

This handbook is designed for undergraduate students enrolled in the RT Program. It provides basic information about the major, advising, faculty, clinical education experiences (e.g., professional development hours, practicum, internships), and professional development opportunities. Students are encouraged to consult the [CPH Undergraduate Student Handbook](#) and the [Temple University Undergraduate Bulletin](#) for more details. Additionally, students should become familiar with and monitor Canvas Professional Issues site. Also, faculty are available to meet with you to discuss your academic and career goals and progress as well as the RT profession in general.

## ***Recreational Therapy at Temple University***

Recreational Therapy (RT) is an established discipline in health care and human services. The undergraduate curriculum in RT, which allows students to study to become recreational therapists, has existed at Temple University since 1975. The program is accredited by Committee on Accreditation of Recreational Therapy Education (CARTE) Commission on Accreditation of Allied Health Education Programs (CAAHEP). Alumni from this program can be found in a wide range of health and human services agencies in and around Philadelphia and in several states across the country. Many have assumed leadership roles in professional organizations, and several have achieved national distinction and recognition. Others have continued to graduate programs in universities across the country. Hopefully, in four short years, you will join the esteemed ranks of those who graduated from the undergraduate RT program at Temple University.

Recreational therapists (also called Therapeutic Recreation specialists) use recreation and other activity-based interventions to assist people who have illnesses and disabilities to improve and maintain their physical, cognitive, social, and emotional health and well-being. Additionally, RT professionals assist with and advocate for individuals with disabilities to live physically and socially active lives in the community, thereby reducing health risks associated with various illnesses and disabling conditions and increasing social inclusion within communities. Certified Recreational Therapy Specialists (CTRSs) are employed in diverse settings including hospitals, rehabilitation centers, nursing homes, assisted living facilities, schools, community recreation agencies, and human and social service agencies.

## ***The Mission of the Recreational Therapy Program***

Recreational therapy is a healthcare-related profession that utilizes structured, evidence-based recreation and leisure activities to improve the lives of people with disabilities or health-related limitations. The Temple BSRT program prepares students to use goal-oriented recreation activities as a means of rehabilitation, health promotion, community participation, and life quality for children and adults of all ages who have illnesses and disabilities. The curriculum is focused on assuring that graduates have the cognitive (knowledge), psychomotor (skills), and affective (behavior) skills to function as recreational therapists in traditional and emerging service delivery settings. Relying on a range of activity-based interventions, including aquatics, wheelchair sports, animal-assisted therapy, creative arts, and horticulture, recreational therapists are in demand due to the expansion of services for people with disabilities. The RT bachelor's and master's degree programs prepare graduates to take the national examination to become a CTRS.

Central to the overall mission of the Recreational Therapy program is a commitment to access and diversity. This is realized through a commitment to ensuring equal access to all qualified applicants (students and faculty) and a commitment to promoting equal access to recreation and leisure opportunities for all people regardless of age, economics, race, gender, culture, sexual orientation, religion, or abilities.

### **Statement on Active Living**

The overall mission of our program is to become a world-class academic and research unit committed to advancing the role of play, recreation, and leisure opportunities in promoting active living, health and life quality, and rehabilitation and disease prevention for diverse groups, especially those with chronic illnesses and disabilities across the lifespan.

### Outcome Goals

The primary goal of the undergraduate program in Recreational Therapy (RT) is to prepare competent entry-level recreational therapists to deliver rehabilitation, health promotion, and disease-prevention programs in new and diverse health settings utilizing emerging paradigms for health and wellness. RT graduates are prepared to deal with the increased emphasis being placed on client education and health promotion and disease prevention.

Graduates with the undergraduate degree in RT assess and interact with individuals with disabilities using a strengths perspective and assume varied roles focused on facilitating health and wellness for individuals with disabilities. The BSRT aims to achieve the following student learning outcomes and program goals:

### ***Student Learning Outcomes***

1. **Foundational Knowledge:** Graduates of the BS degree in RT will demonstrate and apply enRTy-level knowledge of key foundational concepts for Recreational Therapy practice, including (a) an understanding of theories that guide RT practice (e.g., counseling, developmental, psychosocial, leisure, play, and social learning theories), (b) concepts and strategies related to behavioral change, and (c) types of health and human services systems.
2. **Understanding Diagnostic Conditions:** Graduates of the BS degree in RT will explain and analyze the associated limitations in functioning and community participation associated with health conditions and impairments that are typically seen in health and human services settings employing recreational therapists, including conditions and impairments that impact cognitive, physical, sensory, and psychological functioning and community participation.
3. **Societal and Environmental Influences on Functioning:** Graduates of the BS degree in RT will analyze and critique environmental and societal factors as well as legislative and regulatory issues in terms of their ability to restrict or promote the functioning and community participation of clients with disabilities/chronic illnesses across the lifespan.
4. **Historical Development and Service Delivery:** Graduates of the BS degree in RT will critique, synthesize, and judge the profession's contemporary status within health and human services based upon the profession's historical development, (b) various service delivery models associated with Recreational Therapy practice, and (c) variety of services provided by recreational therapists, including special recreation, inclusive recreation, leisure education/counseling, and recreational therapy services.
5. **Ethics and Standards of Practice:** Students exiting the program will justify the role of standards of practice and ethical guidelines in the delivery of quality recreational therapy services.
6. **Assessment, Treatment Planning, and Documentation:** Graduates of the BS degree in RT will justify the various assessment processes and instruments used within the discipline and in health and human services settings as well as the procedures for selecting assessments and the strategies and techniques associated with conducting (e.g., behavioral observation, interviewing, functional skill testing), interpreting, and documenting client assessment (e.g., writing goals, objectives, assessment reports, and treatment plans).

7. Treatment Planning, Implementation, and Activity Modification: Students exiting the program will develop and justify treatments and/or interventions with consideration of accommodations needed in terms of activity requirements, instructional strategies, and/or facilitation techniques due to changes in an individual's functioning as a result of the impairment/chronic illness.
8. Oral and Written Documentation: Graduates of the BS degree in RT will demonstrate effective communication skills with clients, families, and colleagues related to services and treatment outcomes orally (e.g., client rounds, care plan meetings) and in writing (e.g., progress notes, discharge summaries), using a variety of documentation formats.
9. Modalities, Facilitation, and Adaptations: Graduates of the BS degree in RT will design, adapt, and facilitate individual or group programs, activities, and/or interventions to meet the assessed needs of clients in diverse settings, cultures, and contexts using age and culturally appropriate recreation and leisure activities.
10. Interdisciplinary Knowledge and Collaboration: Graduates of the BS degree in RT will analyze and contrast the role and function of various professions found in health and human services settings and justify the ethical and professional role of recreational therapists in a team environment
11. Quality Improvement: Graduates of the BS degree in RT will create written reports justifying staff, programs, management procedures, client outcomes, and quality assurance/improvement services in Recreational Therapy.
12. Evaluation and Research: Graduates of the BS degree in RT will evaluate and make recommendations for improving Recreational Therapy services/interventions, using outcome data and research evidence.
13. Professionalism: Graduates of the BS degree in RT will appraise their role in advancing the profession, including the requirements for gaining and maintaining credentialing as a recreational therapist, knowledge of the professional organizations, and mechanisms for pursuing continuing education.

### ***Program Goals***

#### 1. Academic Excellence

- Graduates of the BS degree in Recreational Therapy will be competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required for entry-level practice in Recreational Therapy.
- Pass rates for students graduating with a BS in Recreational Therapy who sit for the national credentialing exam will meet or exceed national pass rate benchmarks.
- The BS in Recreational Therapy will contain academic content and clinical training experiences that are current with the most recent curriculum guidelines for training competent recreation therapists.

#### 2. Promoting Access and Diversity

- Faculty in the BS in Recreational Therapy are committed to promoting access for all qualified students especially those from underrepresented groups related to age, gender, race, ethnicity and disability, and will ensure academic support and guidance to impact student success.

#### 3. Time to Degree

- Seventy percent (70%) of the students transferring into the BS program who have completed the University's Gen Ed or Core requirements, will complete the BS degree within three years of being accepted as a major in the Recreational Therapy Program.

#### 4. Knowledge Creation & Utilization

- Faculty in the BS in Recreational Therapy will engage in activities designed to create and apply evidence-based knowledge through faculty and student research and scholarship.

### ***Departmental and Program Contact Information***

Recreational Therapy Program  
Department of Rehabilitation  
Sciences College of Public Health  
1700 North Broad Street, Suite 304  
Philadelphia, PA 19121

Main Office Phone:  
215.204.3934 Fax:  
215.204.1386

Website: [Temple University RT Website](#)

### ***Faculty and Staff Directory***

Name and Title	Office and E-mail	Phone
Professor Department Chair	304 B 1700 N. Broad St.	215.204.7879
Alexis McKenney Professor Program Director and Undergraduate Program Director	304 1700 N. Broad St.	215.204.1387
Heather Porter, Ph.D., CTRS Associate Professor	304 D 1700 N. Broad St. hporter@temple.edu	215.204.5746
Gretchen Snethen, Ph.D., CTRS Assistant Professor Graduate Program Coordinator	301 D 1700 N. Broad St. gsnethen@temple.edu	215.204.2748
Ann Dolloff, M.Ed., CTRS Instructor Internship II Coordinator	301 B 1700 N. Broad St. adolloff@temple.edu	215.204.5701
Heather Burket, M.Ed., CTRS, CCLS Instructor Internship I Coordinator	301 N 1700 N. Broad St. hburket@temple.edu	215-204.3947
Gena Bell Vargas, Ph.D., CTRS Assistant Professor	301 D 1700 N. Broad St. gena.vargas@temple.edu	215.204.2748
Aurora Crew, MS, CTRS, PCHA Instructor	304 A 1700 N. Broad St. aurora.crew@temple.edu	215.204.2703
Courtney Fecske, MS, MS, MS, CTRS Assistant Professor of Instruction	304 E 1700 N. Broad St. Courtney.weisman@temple.edu	
Erin Drulis, M.S., CTRS Academic Advisor	300 B 1700 N. Broad St. ses@temple.edu	215.204.3438
Keisha Hankins Academic Affairs Coordinator	300 A 1700 N. Broad St. Katherine.foster@temple.edu	215.204.2366
Lafrance Howard Department Coordinator	304 G 1700 N. Broad St. lafrance@temple.edu	215.204.3934

## ***Advising Information***

Throughout your studies in this program, you will encounter different individuals who can assist you with your academic and career planning. The primary person for this will be the College of Public Health academic advisor, Erin Drulis, M.S., who will assist you with your academic plan, advising, and registration needs. The RT Undergraduate Program Coordinator, Dr. Alexis McKenney, CTRS is also available to assist with RT discipline-specific questions and career advising as well as professional development hours. As a declared major, you can also seek mentorship from other faculty members, who are available for frank and candid discussion with you about your career plans and any difficulties you are encountering in any aspect of your studies. These individuals are vital to your success and professional growth and development. While these individuals work as a team to help you succeed at Temple, each individual plays different roles with which you should be familiar.

### Roles and Functions of the Academic Advisor

The academic advisor is the person who is best qualified to help you navigate university program and major requirements throughout your program. Sara will meet with you individually when you first enter the major to develop and explain your academic plan and then she will meet with you periodically throughout your tenure as a RT student to update your academic plan as needed. Students are urged to be in touch with their advisor early and often to resolve questions about degree requirements, course selection, and many other academic matters. This is also the person who will approve your readiness to advance to upper level courses in your major by assuring that all university GenEd requirements have been met and that your academic plan is designed to meet these requirements. Working with your academic advisor requires collaboration and mutual respect. ***In order for you to have a successful experience, you should:***

- read this *Undergraduate Handbook* and learn what is required of you in the curriculum,
- read the Temple University *Undergraduate Bulletin* to learn about university policies that apply to students,
- read the [\*College of Public Health Undergraduate Student Handbook\*](#),
- schedule regular conferences with the RT academic advisor periodically (not only at registration times) to discuss your course selection issues and academic questions, and
- attend advising meetings sufficiently prepared with courses for the next semester worked out, necessary records in order (DARS audits, copies of previous advising reports, etc.), and knowing clearly where you stand academically in terms of credits and requirements.

***Remember, your education is your responsibility! While the advisors and faculty are available to help provide guidance through the curriculum, you are ultimately responsible for ensuring successful completion of all academic requirements.***

The academic advisor can assist you with

- selecting your courses in accordance with academic requirements and your professional goals;
- working through academic difficulties you may be having;
- utilizing the support services and facilities of the RT program and the university;
- providing assistance with your roster, drop/add requests, overload requests, program policies and requirements, and financial aid issues;
- identifying resources to meet needs such as counseling, tutoring, disability services, and placement testing; and
- developing a plan to successfully repeat a course if possible should you not earn the required grade of C or better in accordance with the university and College of Public Health guidelines.

#### Roles and Functions of the Undergraduate Program Coordinator

The Undergraduate Program Coordinator is available to discuss any aspect of your RT coursework as well as advise you regarding career development activities. The Undergraduate Program Coordinator will also assist you with

- confirming graduation requirements have been met;
- completing the professional development hours requirement of the program;
- addressing academic concerns and difficulties including petitions for course sequence exceptions, requests for course repeats, and grievances and grade appeals;
- initial approval of course work from other colleges and universities for students in the major,
- identifying employment opportunities; and
- ensuring that you are qualified both academically and professionally to seek enRTy-level employment within the Recreational Therapy profession and certification as a Certified Therapeutic Recreation Specialist® (CTRS®) through the National Council for Therapeutic Recreation Certification® (NCRTC®).

#### Roles and Functions of the Internship Coordinators

The RT program has two internship coordinators, one for THRC 3185: Internship I (aka, junior internship/practicum) [Professor Heather Burket, Ed.M., CTRS] and one for THRC 4185: Internship II (aka, senior internship/clinical internship) [Professor Ann Dolloff, Ed.M., CTRS]. They will education you about the internship experience and processes including eligibility requirements, site requirements, and academic requirements. As the internship coordinators, in coordination with the RT academic advisor [Erin Drulis, M.S.] and the RT undergraduate program coordinator [Alexis McKenney, ED.D., CTRS], they will clear you for eligibility for internship placement, including reviewing your academic record, health clearances, and necessary criminal and child abuse background checks. For THRC 3185: Internship I, Professor Burket will typically place you for the experience after obtaining your interests and related information. For THRC 4185: Internship II, Professor Dolloff will assist you in the process of securing your own internship site, which will need her final approval.

### Roles and Functions of the Faculty

The RT faculty represent a wide range of experiences and philosophies in the field of Recreational Therapy and are eager to help you find your unique path in the profession. At any point during your academic career, the faculty are available to provide you with added support and advice and to assist you with developing an academic program that will lead to your professional and employment goals. Faculty input should be sought on things related to choosing among program cognate courses (RT electives), internship possibilities and placements, professional development opportunities, academic difficulties, and anything else you would like to discuss. Faculty do not replace the academic advisor or the undergraduate program coordinator. Rather, it is hoped that a chance to personally connect with a RT faculty member will help you with decisions about your RT degree, the RT field, and life after you graduate.

### ***Curriculum Requirements***

Recreational Therapy curriculum sheets are available through your academic advisor and on your Canvas website under Professional Issues/Information. These sheets outline required courses and the sequencing of those courses within the Recreational Therapy program. You should receive a curriculum sheet at your first advising meeting with your academic advisor. This curriculum sheet will guide you as you move through the program. Please note course offerings vary every semester; therefore, students should meet at least annually with the academic advisor to plan their course schedule accordingly.

#### University Curriculum

All students are required to complete a set of university GenEd requirements. New freshmen and transfer students can find information about the [GenEd curriculum](#) in the TU Undergraduate Bulletin under general education requirements.

#### Recreational Therapy Program Requirements

In addition to the university GenEd requirements, the Recreational Therapy program has additional required courses and other related requirements: a Health-Related Professions Core, Cognate Core courses, lower- and upper-division requirements, program cognates (THRC electives), internship requirements, professional development requirements, and health screening requirements]. Students are required to take all THRC and HRPR courses at Temple University. Students can take certain Cognate Core courses at other colleges and universities; current TU students need to consult with the RT academic advisor before pursuing this route. RT students transferring from other colleges and universities, will have their transcript reviewed by admissions to determine if any courses are eligible to be transferred in for credit as Cognate Core courses. Students transferring from another RT program are encouraged to consult with the undergraduate program coordinator to determine if any of their lower division RT courses can be transferred for credit. Students must earn a grade of C or higher in all required courses in the RT program. Additionally, students need a 2.5 GPA within the required RT courses and an overall GPA of 2.0 to be eligible to pursue the cumulating course experience, THRC 4185: Internship II as well as to graduate. Finally, students are required to have a minimum of 121 semester hours of undergraduate credit for the B.S. degree in Recreational Therapy.

Students must successfully pass both the Health-Related Professions (HRPR) Core courses (HRPR 1001 and HRPR 2103) and all the Cognate Core courses (KINS 1221 or 1223, KINS 1222 or 1224, KINS 2204, PSY 1001, SOC 1167 or PSY 1003 or MATH 1013, PSY 2201, and PSY 2301) with a minimum grade of C or higher. Until these academic requirements have been fulfilled, students will not be permitted to progress to the upper-division THRC Core and THRC electives in the curriculum. Students should also be mindful of financial aid requirements in reference to the number of new credits that must be completed during the school year to remain eligible for financial aid. In addition, if students elect to take courses during the summer sessions, they need to be aware of costs they may need to assume. Further, students need to be aware of the [Fly in 4](#) requirements, if they are in that program.

### ***Required Health-Related Professions Core***

<b>Course #</b>	<b>Course Title</b>	<b>*Semester Offered</b>
HRPR 1001	Public Health: The Way We Live, Work, and Play	F, S, SM
HRPR 2103	Health Psychology and Human Behavior	F, S, SM

\*F = fall semester, S = spring semester, SM = summer semester

### ***Required Cognate Core***

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
KINS 1221/1223	Anatomy and Physiology I	F, S, SM
KINS 1222/1224	Anatomy and Physiology II	F, S, SM
KINS 2204	Motor Behavior	F, S
PSY 1001	Introduction to Psychology	F, S, SM
PSY 2201	Psychopathology	F, S, SM
PSY 2301	Developmental Psychology	F, S, SM
SOC 1167 or PSY 1003 or MATH 1013	Statistics	F, S, SM

### ***Program Lower-Division Required Courses***

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
THRC 1102	Adapted Sport, Recreation and Inclusive Leisure Services	F, S
THRC 2103	Foundations of RT Practice	F, S

### ***Program Upper-Division Required Courses***

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
THRC 3096	Assessment and Documentation in RT	F, S
THRC 2104	RT Modalities	F, S
THRC 3103	Professional Seminar II	F, S
THRC 3111	Health Promotion through Leisure Education	F, S
THRC 3196	Research and Evaluation in RT (Capstone course)	F
THRC 4196	Clinical Procedures	F, S
THRC 4111	RT Administration	F, S, SM

### ***Program Cognate Courses (THRC Electives)***

To fulfill the RT program cognate elective requirement, students choose four courses from various program elective courses (see list below). Course selection should allow students to develop a focused area of expertise within the discipline of RT. When selecting cognate courses, students should discuss their elective selections with the academic advisor and faculty and take classes that prepare them for the specific service setting (e.g., skilled nursing/assisted living, behavioral healthcare, physical rehabilitation, etc.) in which they want to do their final internship placement or find employment. Students are required to take 12 credits of departmental cognate courses. Students may choose from the following courses:

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
THRC 2203	Assistive Technology in Recreation	F
THRC 2205	Adventure Challenge Programming	S, SM
THRC 3201	Health, Activity, & Aging	S
THRC 3203	RT and Mental Health	F, S
THRC 3282	Independent Study in RT (special authorization needed)	F, S, SM
THRC 4211	RT and Physical Disabilities	S
THRC 4213	RT and Pediatric Healthcare	F, S
THRC 2201	RT and Developmental Disabilities	F
THRC 4205	RT in Geriatric Service Settings	F, S

### ***Professional Development Requirements***

Seventy (70) Professional Development Hours (PDHs) are completed as part of THRC 1102, THRC 2103, and the RT electives. Each course instructor will explain the requirement for their particular course. Rather than accumulating random experiences, each student must work with faculty to plan, select, and evaluate your volunteer and/or paid professional development experiences related to Recreational Therapy. These experiences provide an important reference point for classroom learning and for a personal development of insights, attributes, and skills needed to be an effective helping professional. Professional development hours can be obtained from volunteer work associated with courses, current related work experiences, summer employment, or traditional volunteer experiences. In order to be eligible for your Senior Internship (THRC 4185), 70 professional development hours must be

completed

The basic criteria for professional development hour (PDH) experiences are:

- Students need to interact with individuals with disabilities/impairments/conditions who are representative of clients of recreational therapy services within a recreation or Recreational Therapy setting.
- Students need to be supervised by a designee of the organization who is not a relative of the student (the supervisor does not need to be a CTRS).
- Hours need to be done with at least three (3) different populations and at least three different settings.

The experiences you seek will be determined by your comfort level, knowledge level and skill level in working in health care and human services environments and with individuals with disabilities. Your hours will begin in your lower-division RT courses (THRC 1102: Adapted Sport, Recreation and Inclusive Leisure Services and THRC 2103: Foundations of TR Practice). The hours and the introduction to the RT field that you obtain in these two classes (RTHC 1102 and THRC 2103) will provide a starting point for evaluating your strengths, interests, and areas for improvement.

Your professional development hours should expose you to the variety of settings within which recreational therapists work as well as the variety of populations with whom recreational therapist work. They will occur in inpatient, outpatient, residential and/or community settings and include the following populations and settings:

- Physical and Cognitive Disabilities: examples include volunteering with individuals with brain injury, spinal cord injury, amputations, and strokes within a rehabilitation facility such as Magee Rehabilitation or Moss Rehabilitation, volunteering in the Social Enrichment program at the Inglis House with individuals with multiple sclerosis, or volunteering at United Cerebral Palsy of Philadelphia (now, Blossom Philadelphia) or the Carousel House Recreation Center.
- Developmental Disabilities: examples include volunteering in the daily programming or special events at SPIN, Inc.
- Pediatrics: examples include volunteering at a medical day care center such as Lauren's House, at a pediatric long-term care facility such as Voorhees Pediatric, at a children's hospital such as CHOP or Shriner's, at a school such as HMS School for Children with Cerebral Palsy, or a summer camp.
- Geriatrics: examples include volunteering in a skilled nursing facility, adult day center, or an assisted living facility.
- Mental Health: examples include volunteering in a short-term acute care facility such as Temple University Hospital Episcopal, in a residential group home such as COMHAR, or in a day program such as Einstein Behavioral Health–Northeast Campus.
- Inclusion settings: examples include summer camps, recreation programs, and afterschool programs that include children with disabilities with their peers without disabilities such as

Special Olympics Unified Sports program or Philadelphia Parks and Recreation afterschool program.

- Other: Recreational therapists are continuing to work in a variety of situations. As you progress through the major and experience new opportunities, let us know about them!

Your professional development experiences should also be progressive in nature, continually demonstrating a higher level of learning and leadership responsibility. PDHs do **not** need to be completed under the supervision of a CTRS, although it is suggested that some of your hours are done under the supervision of a CTRS.

To assist you in finding sites for PDH experiences, visit Temple University's Recreational Therapy [START database](#). Also, consult with faculty members who teach Recreational Therapy courses as well as the RT Undergraduate Program Coordinator (Dr. Alexis McKenney, [mckenney@temple.edu](mailto:mckenney@temple.edu), 1700 N. Broad St. building Suite 304). If in doubt about a site or experience meeting the requirements for PDHs, contact the RT Undergraduate Program Coordinator (see her contact information above) prior to starting the experience, and she will confirm if it meets the criteria.

### ***Departmental Internship Requirements***

Students complete **two** credit-bearing internship experiences [THRC 3185: Internship I (practicum) and THRC 4185: Internship II (clinical internship)] as part of their curriculum. The Internship Coordinator for THRC 3185 assists in placing students for the practicum experience. Students, however, must participate in an interview and be accepted by the site. Students taking THRC 4185 are responsible for securing their own internship placements with the assistance of the Internship Coordinator and faculty. Internship sites are extremely competitive. There are no guarantees that you will get your first choice for an internship site, and the process of securing a site may take a few months. Students must present themselves professionally to potential internship sites, realizing that sites are not obligated to accept internship students and have many applicants from which to choose. The process of formally securing an internship site should begin, at a minimum, in the beginning of the semester prior to that in which you plan to enroll for internship credit. The Internship Coordinators will schedule orientation meetings early in the semester prior to the semester in which you will complete the internship experience; it is **very important** that you participate in one of these meeting. Prior to attending the orientation meeting, students should download the current internship manual for the appropriate internship from the Professional Issues/Information Canvas site, which is accessible to all Recreational Therapy majors. During the orientation meeting, the Internship Coordinators will explain the process of securing an internship site, the necessary eligibility requirements, and the actual internship experience. Students are also encouraged to schedule an appointment with the Internship Coordinator to discuss their own interests, goals, and options. Prior to registering for your internships, there are several requirements that need to be met in addition to securing internship placement. Therefore, it is imperative that begin this process early.

Internship sites are available throughout the United States, and students are strongly encouraged to consider placements outside the immediate Philadelphia area. During the fall and summer semesters, students enrolled in THRC 3185 complete their internship, 150 hours over the course of the semester, locally while taking other courses. During the summer session, students at times complete THRC 3185 at sites outside of the Philadelphia area. Students enrolled in THRC 4185 are engaged in the internship experience for 20-45 hours per week for a total of 600 hours over 15 weeks (no semester break vacations), while taking one other course (RTHC 4111: RT Administration) online in the evening. Therefore, these students can be aware from the university to complete their internship. Typically, internship experiences are not paid placements. A few agencies, however, may offer a stipend, intern housing, or free meals to interns.

### Policies Related to THRC 3185: Internship I

Typically, this internship is completed during your junior year. Prior to enrolling, you must have completed all prerequisite RT program courses (THRC 2103, 3096, and 2104), all NCRTC supportive coursework (KINS 1221/1223, PSY 1001, PSY 2301, PSY 2201), have documented in your academic record at least 70 professional development hours, and completion of the CPH health screening (including TB test), and background clearances through Certified Background. The Internship Manual for THRC 3185 (aka, junior internship/practicum), along with a Preparation checklist can be found on the Professional Issues/Information are on the Canvas site.

### Policies Related to THRC 4185: Internship II

This is the culminating experience of your academic training and is designed to at a minimum meet NCRTC's internship eligibility requirements for becoming a CTRS. As such, you should engage in thoughtful discussion with a RT faculty member and the Internship Coordinator about your career plans, academic needs, and potential internship sites that can best meet your needs and interests. To help you identify potential sites for your Internship II, consult the [RT START data base](#). While Internship II is completed in your final semester, this discussion should begin during your junior year. Prior to enrolling in Internship II, students must have successfully completed all coursework (at least 106 credits) except THRC 4111, Administration in RT, which is taken concurrently with Internship II. Students must also have a 2.5 GPA in the major, a 2.0 overall GPA, and no incompletes in any coursework before beginning Internship II. Students should work with the Internship Coordinator to ensure that they have identified appropriate sites to pursue for a potential internship. Students will be prohibited from registering for the internship until all required documentation is received, including an acceptance letter for the internship; criminal and child abuse clearances through [certifiedbackground.com](#); infant, child, and adult first aid/CPR certification; and the CPH health screening requirements described next.

### ***Mandatory Health Screening Requirements***

The University has defined minimum health screening requirements for students in all majors, including Recreational Therapy, within the College of Public Health. Documentation of these requirements must be submitted prior to any client contact by the student.

The requirements are as follows:

- Documentation of an immunization record *along with laboratory reports of titers/antibodies* that verify your immunity to infection with measles, mumps, rubella, varicella, and hepatitis B.

- Documentation of a current physical conducted by a physician.
- Documentation of a tetanus/diphtheria booster shot within the last 10 years.
- Documentation of a Tuberculin Skin Test (PPD). This test is required each year.

Additional health screening forms and information can be obtained from the RT academic advisor or the Professional Issues/Information section of Canvas.

### ***Accelerated Master of Science degree in Recreation Therapy***

This program offers students the opportunity to exit Temple University with a M.S. degree in Recreation Therapy (MSRT) after five years of study. It is a highly selective program and requires application at the beginning of your junior year. To be eligible to apply for the program, you must have declared RT as their major, have a RT GPA at least 3.0, a cumulative GPA of at least 3.5, and completed all GenEd requirements and at least nine semester hours of Recreational Therapy coursework. If you are interested in this program, you should start to discuss it with the RT academic advisor when you begin the RT major. Students admitted to the program will substitute three graduate courses for undergraduate courses during their junior and senior years. Students will be awarded the BSRT degree after successful completion of THRC 4185: Internship II and THRC 8171: RT Administration in the spring semester of their senior year. To continue on to the MSRT degree, students must have maintained a GPA of at least 3.0, applied to NCRTC to take the CTRS exam, and been admitted to TU Graduate School. For more information about the graduate portion of the program, please consult Dr. Grethen Snethen ([gsnethen@temple.edu](mailto:gsnethen@temple.edu)), CTRS, Graduate Program Coordinator.

### ***Additional Certificate and Minor Options Available at Temple for RT Students***

If you would like to discuss additional certificate and/or minor options available at Temple University as part of your academic program, schedule an appointment with the RT academic advisor or Undergraduate Program Coordinator. Currently, the certificate/minor programs of particular relevance to RT majors include:

#### Academic Minors

The following are a few of the academic minors that students have pursued in conjunction with the BSRT degree; Clinical and Health Psychology, Healthcare Management, Dance, Adult and Organizational Development, and Music. If you are interested in exploring a minor, consult the *Undergraduate Bulletin* to identify which programs are available and then discuss the feasibility of so doing with the RT academic advisor.

#### American Sign Language Certification

The Communication Sciences and Disorders program offers the Certificate in American Sign Language (ASL) to students who successfully complete ASL levels 1-4, exhibit competence in expressive and receptive language skills, and demonstrate knowledge of Deaf Culture. The Director of our American Sign Language Certificate is Professor Meghan Rainone ([tuf28275@temple.edu](mailto:tuf28275@temple.edu)). To enroll in the certificate program, please contact Marc Johnson ([marc.johnson@temple.edu](mailto:marc.johnson@temple.edu)), the academic advisor in Communication Sciences and Disorders.

## Horticultural Therapy Certificate

The Horticultural Therapy certificate is a 14–15-credit certificate offered at the Temple Ambler campus through the Department of Landscape Architecture and Horticulture. These courses follow the national certification guidelines of the American Horticulture Therapy Association and may be applied toward those requirements. For more information, contact the Department of Landscape Architecture and Horticulture at 267-468-8181 or review the Horticultural Therapy certificate requirements in the [Undergraduate Bulletin](#).

## Healthcare Management Minor

Recreational Therapy students are eligible to apply for and complete a 9-credit minor in Healthcare Systems Management from Temple's Fox School of Business and Management. This minor approaches healthcare from a business perspective and allows students to explore the various levels of administration within the healthcare industry. Interested students should review the [Undergraduate Bulletin](#) for minor requirements and procedures for declaring a minor.

## ***Important University, CPH, and Program Policies and Procedures***

The Recreational Therapy program follows the academic policies and procedures detailed by the university and the College of Public Health. These policies and procedures can be reviewed at [on this page](#) and [here](#). Additionally, students should refer to the [CPH Undergraduate Student Handbook](#).

The RT academic advisor or Undergraduate Program Coordinator can assist you with any specific questions you may have after reviewing these policies.

## Grievances

If at any point during your academic career in the RT program, you are experiencing difficulties with an instructor or staff of the program, you can make an appointment with the Undergraduate Program Coordinator to discuss these issues and determine if further action is needed either by you as the student or by identified responsible parties. If the issues you are having involve the Undergraduate Program Coordinator, you can then directly request a meeting with the RT Program Director.

If your grievance involves appealing a final grade that you received for a course, the following procedures should be followed as dictated by the College of Public Health and can be found in the [CPH Undergraduate Student Handbook](#).

## ***RT Program Professional Behavior Statement***

Students within the Recreational Therapy program are expected to abide by standards of professional conduct. It is expected that each student will adopt the [Code of Ethics](#) of the American Therapeutic Recreation Association and maintain a demeanor appropriate to that code at all times (especially in the classroom, during professional development hours, and during internship and volunteer placements). Additionally, students are expected to adhere to Temple University's [Code of Student Conduct](#). Failure to comply with the expectations of the code can result in disciplinary action. Further, students completing clinical experiences (e.g., internships) are required to adhere to the Professional Behavior Agreement (see internship manuals).

In light of this, students should be mindful that they have an obligation to respect the rights of others within the classroom environment so that it remains a positive learning environment, free of distractions and conflict. Appropriate classroom behavior includes at a minimum, attendance and engagement in the learning process, turning off all cell phone and pagers, and not engaging in work for another class especially via computer. All instructors in the Recreational Therapy program note in their course syllabi their specific expectations regarding professional behavior.

In addition, the RT faculty take issues of academic dishonesty seriously. Penalties can be found on page 7 of the [CPH Undergraduate Student Handbook](#). "The penalty for plagiarism or violating the rules of an assignment or cheating on an examination is, at a minimum, an F in the assignment. In addition, it may result in an F in the course, dismissal from the program, and/or referral to the Office of Student Conduct and Community Standards. The penalty varies with the nature of the offense, but may result in suspension or expulsion from the university." [The Academic Dishonesty form](#) will be used, as warranted.

## ***Professional Certification Related to Recreational Therapy***

### Certified Therapeutic Recreation Specialists (CTRS)

Students graduating from the Recreational Therapy program at Temple University are eligible to apply for the national certification exam to become a CTRS. This credential was established in 1981 as the national certification for recreational therapists. Managed by the National Council for Therapeutic Recreation Certification (NCRTC), the CTRS certificate is awarded to applicants who meet all eligibility requirements through either the academic or equivalency paths and pass a written, knowledge-based examination. This is a five-year renewable certificate with re-certification requirements. For more information, contact [NCRTC](#) at 845.639.1439 or <http://.ncRTc.org>.

### Additional Specialty Certifications

There are other specialty nonacademic certifications which undergraduate RT students may pursue while completing their degree. Examples include the Board Certified Assistant Behavior Analyst, Certified Addictions Counselor, and Certified Child Life Specialist. Each specialty certification has its own set of required courses and internship or life experiences. Students are responsible for gathering the most current requirements if they are interested in pursuing these certifications and for discussing their interests with the Undergraduate Program Coordinator.

### ***Board Certified Assistant Behavior Analyst® (BCaBA®)***

Board (BACB) following successful completion of a bachelor's degree. Students must complete specific coursework, of which Recreational Therapy courses can contribute to some of the knowledge areas. Additionally, students must complete a supervised practical experience and pass the exam. Students interested in the certification should explore the [BACB's website](#). Students may also want to explore obtaining [Temple's Post Baccalaureate Certificate in Applied Behavior Analysis](#), which is 18 semester hours, as another alternative to a higher level certification.

### ***Certified Addictions Counselor Certification (CAC)***

The Pennsylvania Chemical Abuse Certification Board (PCACB) certifies persons who have met certain competencies in the areas of providing treatment services to substance abusers. There are four (4) levels of counselor certification, and each has different certification requirements, consisting of: education, counseling experience, and examinations. For more information, contact the PCACB at 717.540.4455 or [www.pacertboard.org](http://www.pacertboard.org).

### ***Child Life Specialist Certification (CCLS)***

A Child Life Specialist is a professional who uses play, recreation, education, self-expression, and theories of child development to promote well-being in children, adolescents, and their families. Students completing the Recreational Therapy curriculum will meet most coursework requirements for Child Life certification. Students can build in additional coursework and internship hours to qualify for this additional certification. For more information, contact the [Association of Child Life Professionals](#).

## ***Student and Professional Organizations Related to Recreational Therapy***

Students are encouraged at the start of their academic career in Recreational Therapy to join the RT student organization, Rec 4 Life and by their junior year to join at least one professional organization. These organizations are excellent ways to become involved with the profession, connect with peers and CTRS to begin to develop a professional network, engage in professional development beyond the classroom and TU courses, and have some fun. All of the organizations offer student memberships and a variety of means for students to become active members. Additionally, each organization provide a variety of professional development opportunities including at least an annual conference.

- Student: [Rec 4 Life Therapeutic Recreation Association of Temple University](#) (Rec 4 Life); you can also find information about Rec 4 Life on the RT Program's Professional Issues Canvas site.
- National: [American Therapeutic Recreation Association](#) (ATRA)
- Regional: [New Jersey/Eastern Pennsylvania Therapeutic Recreation Association, A Chapter of ATRA](#) (NJEPA-RTA)
- Pennsylvania: [Pennsylvania Therapeutic Recreation Society](#) (PTRS) – A branch of Pennsylvania Recreation and Park Society, Inc.

## ***Student Awards and Recognitions***

### Awards from Professional Organizations

#### ***The Peg Connolly Scholarship Program***

The American Therapeutic Recreation Association provides students within the field of Recreational Therapy the opportunity to apply for the Peg Connolly Scholarship. Named in honor of Dr. Peg Connolly, former Executive Director of the National Council for Therapeutic Recreation Certification, this program funds attendance at ARTA's annual conference, including conference registration, lodging accommodations, and a meal stipend. Students are responsible for their transportation to and from the conference. Scholarship recipients assist in various aspects of implementing the conference such as room hosting, registration, and monitoring social events. This scholarship is available to undergraduate and graduate students who are enrolled in a Recreational Therapy program during the conference year. For more information and deadlines visit the [ATRA website's award page](#).

#### ***The William P. Dayton Memorial Scholarship***

The Pennsylvania Therapeutic Recreation Society gives this award annually to a student majoring in Recreational Therapy at a college or university. The award covers the registration costs, lodging and meals associated with attending the annual Therapeutic Recreation Institute hosted by [Pennsylvania's Therapeutic Recreation Society's webpage on PTRS Awards](#) for more information and deadlines.

#### ***The PRTS Student Honor Award***

This award is a faculty nominated award for a college junior, senior, or graduate student majoring in RT who has demonstrated leadership by initiating and/or carrying out an innovative program in RT and/or Therapeutic Activities as a volunteer or part-time employee. For more information, see [Pennsylvania's Therapeutic Recreation Society's webpage on PRTS Awards](#).

### Awards from the Recreational Therapy Program

The Recreational Therapy program bestows distinct honors to deserving students in its undergraduate programs. Four program awards exist for undergraduate students - the Bill Dayton Scholarship, the Outstanding Senior Award, the John Noisette Memorial Award, and a Certificate of Recognition Award. These honors are given to those students who best exemplify the professional and academic integrity required to be tomorrow's leaders. Award recipients are recognized at the RT program's Commencement Reception each May, and their names are engraved on a plaque that is displayed in the main office suite of the Department of Rehabilitation Sciences.

#### ***The Bill Dayton Scholarship***

The Dr. William P. Dayton Scholarship is presented to the junior level upperclassman who most exemplifies professional and personal dedication to Recreational Therapy. The scholarship consists of a cash award granted to a student who has gone beyond curricular requirements and has through volunteer or professionally relevant employment services demonstrated outstanding commitment to persons with disabilities, particularly in the area of Recreational Therapy, while maintaining a minimum GPA of at least 2.5. It is given in honor of Dr. William P. Dayton, a faculty member in the Recreational Therapy program at Temple University until his

untimely death in 1984. Throughout his years of service, Dr. Dayton never ceased to care about people. He was a highly respected teacher and counselor, as well as a beloved friend to many of those he knew. In his memory, the Bill Dayton Scholarship was established by his wife Charlotte.

### ***The Outstanding Senior Award***

Each year the undergraduate faculty in the Recreational Therapy program recognizes a graduating undergraduate student who has demonstrated academic excellence during her or his course of study as well as personal and professional dedication to the discipline of Recreational Therapy. This student should have an established excellence in both the classroom (minimum overall GPA of 3.5) and in her or his internship experience and professional development experiences.

### ***The John Noisette Memorial Award***

Established in memory of John Noisette, former RT professor and founder of the *Rollin' Owls*, Temple's wheelchair basketball team, this award honors an upper-level RT student (B.S. or M.S. degree program) or a graduate of the RT program for exceptional leadership and innovation in advancing recreation and sport opportunities in the lives of individuals with disabilities. Award recipients are nominated by faculty and selected by the John Noisette Memorial Committee. Award recipients are added to the perpetual plaque in the department's main office suite.

### ***The Certificate of Recognition Award***

This award is presented to the student who distinguishes himself or herself for significant leadership within the department and in ways that advance the role of Recreational Therapy.

### ***Nominating Procedures for Departmental Awards***

Nominees can be faculty- or self-nominated. Application material, guidelines, and deadlines for these awards can be obtained from any faculty member or from the RT program's Canvas site.

### **Awards from the College of Public Health**

#### ***The College of Public Health Excellence Award***

This award is given each year to the undergraduate student with the highest cumulative grade point average achieved for coursework in the College of Public Health. Grade point averages are determined by the Dean's Office.

#### ***The College of Public Health Alumni/ae Federation Acres of Diamonds-Spirit Award***

This award is given annually to the undergraduate student who has demonstrated caring and commitment, bringing pride to herself or himself and to the college and the university. Each department may forward a nomination for this award.

***Handbook Acknowledgement Form***

Please read the statements below and sign the bottom of this form so that it can be placed in your permanent advising file.

I have been made aware of the policies, procedures, and resources of the Recreational Therapy program and of related CPH and university policies. I am aware that I can access the Recreational Therapy *Undergraduate Handbook* for the academic year 2016–2017 at any time via the RT Program’s Canvas/Professional Issues/Information site.

I understand that it is my responsibility to monitor and fulfill the curriculum and graduation requirements and maintain an acceptable GPA (overall 2.0, 2.5 in major).

I understand that it is my responsibility to be knowledgeable about the program, CPH, and university policies and procedures, as outlined in this handbook.

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Student Name (please print)

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Student Signature

Date

