The Recreation Therapy Program at the University of North Carolina Wilmington has a proud history going back to 1976, when a course titled “Recreation for Special Populations” was offered. In the early 1980s, Therapeutic Recreation became a specialization in the Parks and Recreation degree program. Ms. Vicki Parker, M.S., LRT/CTRS was instrumental in the evolution of the program from the 1980s until she retired in 2013. In 1998, Dr. Dan Johnson joined Ms. Parker. They rewrote the curriculum with input practitioners throughout North Carolina; and developed the Bachelor of Arts in Therapeutic Recreation in 2003. In 2005, the name of the major was changed to Recreation Therapy. Today the program has five full-time faculty members, a number of part-time faculty, and boasts a 96% pass rate on the National Therapeutic Recreation Certification (NCTRC) exam. In 2010, the program was awarded the Excellence in Education Award by the American Therapeutic Recreation Association. In 2020, the program received accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation by the Committee on Accreditation of Recreational Therapy Education (CARTE). The faculty are proud of their alumni and will continue to offer excellent learning opportunities to students.
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THE FACULTY

The Bachelor of Arts Degree in Recreation Therapy at UNCW consists of University Studies requirements and 72 hours of recreation therapy and supportive course work. The major is in the School of Health and Applied Human Sciences, directed by Dr. Steve Elliot, which is in the College of Health and Human Services, overseen by Dr. Charles Hardy, Dean.

The Recreation Therapy offices are on the third floor of McNeill Hall. The permanent Recreation Therapy faculty include:

Dr. Brent Hawkins, Ph.D., LRT/CTRS, FDRT, Associate Professor, Program Coordinator
MC 3010
910.962.3717
hawkinsb@uncw.edu

Dr. Cara Gray, Ph.D., LRT/CTRS, Assistant Professor
MC 3008
910.962.3733
grayc@uncw.edu

Dr. Dan Johnson, Ph.D., LRT/CTRS, Associate Professor
MC 3015
910.962.3659
johnsonde@uncw.edu

Ms. Sara Miller, M.S., LRT/CTRS, CCLS, Lecturer and Internship Coordinator
MC 3051
910.962.7901
millersm@uncw.edu

Dr. Angie Sardina, Ph.D., LRT/CTRS, Assistant Professor
MC 3053
910.962.3521
sardinaa@uncw.edu

Dr. Candace Ashton, Ph.D., LRT/CTRS, FDRT, Professor (phased retirement)
TR 144
910.962.7794
ashtone@uncw.edu

The Recreation Therapy website can be found at https://uncw.edu/chhs/shahs/academic/undergraduate/rectherapy/index.html.
MISSION AND VALUES

The mission of the Recreation Therapy Program is to prepare students to successfully enter an ever-changing health and human service system with the knowledge and skills necessary to be competent practitioners and leaders in the field of recreation therapy and health care. This preparation places a priority on the development of skills through in and out-of-class applied learning experiences, practica, internships, and community engagement. Furthermore, student outcomes emphasize critical thinking and evidence-based practice as means of assisting clients and organizations in reaching their goals and maximizing the quality of life of individuals served.

As a faculty we value:

• Leisure, recreation, and play
• The inclusion of all individuals regardless of ability into all aspects of life
• Diversity
• Community
• Teaching and learning
• Scholarship
• Innovation, creativity and critical thinking

Our mission and values align with the mission of the School of Health and Applied Human Sciences: *We promote the health and wellbeing of all persons through exemplary preparation of professionals, scholarly activity, and community engagement.*

The recreation therapy faculty engage in a broad range of teaching, scholarship and community engagement activities. While teaching is the main role of the faculty, each member is actively involved in conducting, publishing and presenting research; engaging in continuing education. Additionally, each one is actively involved in professional organizations that advocate for the profession and community organizations that serve and advocate for individuals with disabilities and their families.
PROGRAM OUTCOMES
The outcomes of the Recreation Therapy program align with UNCW’s Strategic Goals. These program outcomes are evaluated annually and serve as a tool to continually improve the curriculum.

1. **Program Accreditation:** To offer a high-quality curriculum that prepares students to be successful nationally certified and state licensed recreation therapists by maintaining accreditation of the recreation therapy curriculum (UNCW Strategic Goal 1: Powerful learning experience).

2. **Academic Advising:** To provide students with quality academic advising. (UNCW Strategic Goal 1: Powerful learning experience).

3. **High Quality Students:** Admit 35 high quality students into the major Fall and Spring semester. (UNCW Strategic Priority 1: Attract and retain high quality, diverse student, faculty and staff).

4. **Licensure and Certification:** To provide RTH majors with the knowledge, skills, and resources to pass the national certification test at the same rate or higher than the national average. A passing score on the certification exam allows one to be nationally certified and licensed in NC. (UNCW Strategic Goal 1: Powerful learning experience).

5. **Service/Applied Learning:** To provide majors with structured opportunities to engage in service/applied learning that augments and reinforces classroom learning. (UNCW Strategic Goal 1: Powerful learning experience & Goal 5: Regional engagement and outreach).

LEARNING DOMAINS AND STUDENT LEARNING OUTCOMES
The goal of UNCW’s Recreation Therapy degree program is to prepare competent entry-level recreation therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Thus, graduates of the Recreation Therapy program will be able to demonstrate entry level competency in the following domains.

Graduates of the Recreation Therapy degree program will be able to:
1. Integrate an understanding of history, service models, theory/philosophy, ethics, credentials, professional conduct, evidence-based practice and professional development with recreation therapy practice. (Foundational Knowledge, Information Literacy, Critical Thinking, Thoughtful Expression)

2. Demonstrate competence to individually screen, assess and systematically collect comprehensive and accurate data about patients/clients in an efficient and effective manner and to analyze the data collected to determine the course of actions subsequent to an individualized treatment/program plan. (Information Literacy, Critical Thinking)

3. Demonstrate competence in the planning and development of individualized treatment plans that identify functional outcome goals, modalities, facilitation techniques and interventions based on assessment data collected and evidence regarding the diagnosis and treatment of specific medical, psychiatric and other disabling conditions; and in the use of structured, systematic and evidence-based treatment interventions and facilitation techniques to improve patient/client functioning and independence in activities. (Information Literacy, Critical Thinking)

4. Demonstrate competence to implement the individualized treatment/program plan using appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate patient/client functioning as well as to reduce or eliminate the limitations to participation in the life activities resulting from medical, psychiatric or other disabling conditions. (Information Literacy, Critical Thinking, Diversity)

5. Demonstrate competence in using specific modality/skills and facilitation techniques used as treatment interventions in recreation therapy practice. (Information Literacy, Critical Thinking)

6. Demonstrate competence to systematically conduct evaluation and research to determine the effectiveness of treatment interventions and programs used to reach patient/client outcomes. (Information Literacy, Critical Thinking)

7. Demonstrate the basic competencies to manage their practice of recreation therapy. (Information Literacy, Critical Thinking)
8. Demonstrate competence related to an understanding of human anatomy and physiology, growth/development, psychology, functioning in life activities; and an understanding of health care services to serve as a foundation for recreation therapy practice. (Foundational Knowledge)

9. Demonstrate competence related to motor-skill learning, group dynamics and leadership, first aid and safety, health care organization and delivery, legal aspects of health care, recreation and leisure, and interprofessional collaboration. (Foundational Knowledge)

The Recreation Therapy degree program’s student learning domains are based on the Committee on Accreditation of Recreational Therapy Education (CARTE) Curriculum Standards (http://www.caahep.org/carte) (2018) (adapted from ATRA, 2008).

Every three years, specific student learning outcomes from the learning domains listed above are chosen for evaluation. The student outcomes also align with UNCW’s Learning Goals (http://uncw.edu/assessment/goals.html), the National Council for Therapeutic Recreation Certification’s (NCTRC) 2014 Job Tasks Professional Knowledge Domains (http://nctrc.org/wp-content/uploads/2015/02/RP1-MM6-nctrc-job-analysis-report.pdf) and are assessed annually through students’ work.

**ADMISSION REQUIREMENTS**

All students wishing to declare recreation therapy must adhere to the Recreation Therapy Program Admission Procedure which includes completion of at least 45 credit hours of college/university credit, and timely submission of (a) the Recreation Therapy Application form, (b) an essay explaining why they want to major in recreation therapy, (c) signed Recreation Therapy Technical Standards; and (d) an interview with a recreation therapy faculty member (see attached Application Form).

Minimum criteria for acceptance into the program will include:

- 2.5 cumulative GPA
• 45 earned credit hours prior to beginning the RTH program; and
• A minimum of 50 hours experience working or volunteering with individuals with disabilities, disabling conditions or illnesses.

Completed applications include (a) essay, (b) signed technical standards, and (c) current degree audit. Applications must be submitted by Feb. 15th for priority consideration for fall admission, and Sept. 15th for priority consideration for spring admission. After the priority deadlines, applications will be reviewed if there is space available.

The top applicants will be admitted to the Recreation Therapy Program each fall and spring semester. Each student’s application packet will be evaluated based on the following 100 point scale to determine admission:

• Essay: 50% (mean of two reviewers)
• Interview: 40%
• Documented Experience: 10% (25 hours = 5%; 50+ hours = 10%) (Documentation should be from site/agency or employer and include name, address, and phone number or email address of person verifying hours.)

Transfer students are eligible to apply prior to being accepted to UNCW. Students who are not admitted may reapply following the procedures outlined above. Students who change majors or withdraw from UNCW must reapply to the major.

Note: Pre-recreation therapy students taking Introduction to Recreation Therapy prior to being admitted into the major must earn at least a B in the course to be accepted into the major.

**Retention Requirements**

Once a student has been admitted into the Recreation Therapy Program, he or she must maintain a 2.5 RT Major GPA, and a 3.0 cumulative GPA in all RTH courses (pre-recreation therapy students taking Introduction to Recreation Therapy may be accepted into the major contingent upon earning a B or better in Introduction to Recreation Therapy). If a student falls below this, they will be placed on probation for one semester. If a student’s GPA is below the requirement for two semesters, they are informed in writing they are being removed from the major.
A student cannot enroll in RTH 497 Field Placement in Recreation Therapy without a 3.0 cumulative GPA in all RTH courses. Students who fall below the 3.0 cumulative GPA in all RTH courses may choose one of the following options: (a) take a semester of course work to bring up their GPA, or (b) take an alternative internship (i.e., REC 498), or (c) take 12 additional hours of course work. Students will be advised in writing and must sign a form stating they understand that choosing options (b) or (c) will disqualify them from taking the NCTRC exam thus render them ineligible for national certification or state licensure as a recreational therapist, and make them unemployable as a therapeutic recreation specialist or as a recreation therapist.

In addition:

- Students found to have been in violation of the university’s Academic Honor Code will be subject to disciplinary action as set forth in the current Code of Student Life (https://uncw.edu/odos/documents/cosl-current.pdf).
- Students found to be in violation of the Recreation Therapy Technical Standards will be subject to disciplinary action up to and including dismissal from the program.
- Students found to be in violation of the American Therapeutic Recreation Association’s Code of Ethics (https://www.atra-online.com/page/Ethics) will be subject to disciplinary action up to and including dismissal from the program.

**PROGRAM EXPECTATIONS**

As the mission of the Recreation Therapy Program is to prepare students to be competent practitioners and leaders in the field of recreation therapy and health care, it is vital that students develop the professional and personal skills necessary to succeed as a recreation therapist and health care provider. Developing and mastering these skills while in school will help ensure academic accomplishment, a quality internship, and a successful and rewarding career. Thus, students are expected to abide by all course requirements, including attendance policies and use of electronic and recording devices (see course syllabi), and are required to demonstrate the following characteristics and professional skills.
COMMITMENT TO AND INVOLVEMENT IN THE MAJOR

Recreation therapy students are expected to be committed to the major and the profession. One way to demonstrate this commitment is to be an advocate for the major and the profession by seeking to understand as much about it as possible, and supporting it when and wherever possible—including interaction with peers, family and friends, work and volunteer colleagues, other professionals, and legislators.

Another way to show one’s commitment to a major and a profession is by being actively involved in student and professional organizations. Students are expected to be active in the student club for Recreation Therapy majors, Association of Recreation Therapy Students (ARTS). In addition, students are highly encouraged to become student members of either a state recreation therapy organization (the North Carolina Recreational Therapy Association (NCRTA), https://www.ncrta.org/ and/or the American Therapeutic Recreation Association (ATRA) https://www.atra-online.com/.

The Recreation Therapy program is committed to providing opportunities for students to be involved both professionally through local and state organizations that serve people with disabilities through volunteer opportunities, practica, internships, and assistance with attendance to state and national recreation therapy conferences when funding is available.

The recreation therapy faculty understand that most students live off campus and many commute to campus from out-of-town. While this can be an inconvenience, all students are required to take an active role in the major and participate equitably on group projects.

ETHICAL BEHAVIOR

Honesty, fairness, respect, and equity in interpersonal, academic, and professional relationships, and in scholarly activities and research are characteristics of ethical behavior. (https://www.dal.ca/content/dam/dalhousie/pdf/healthprofessions/Policies%20-%20Ethics/EthicalBehaviour.pdf). Academic integrity is a core value at UNCW and is foundational to ethical behavior. All UNCW students are subject to the UNCW ACADEMIC
HONOR CODE.

Students are expected to perpetuate a campus culture where each student does his or her own work while relying on appropriate resources for assistance. As such, students enjoy a special trust that they are members of a unique community where one’s thoughts and words are attributed correctly and with proper ownership, and where there is little need for systems to sanction those who cheat. All UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge (http://uncw.edu/odos/documents/Honor_Code_12-13.pdf).

Plagiarism is a form of cheating and is a grave violation of UNCW’s Honor Code. The Oxford English Dictionary (OED) defines plagiarism as, “[t]he act or practice of taking someone else’s work, idea, etc., and passing off as one’s own” (“Plagiarism”). The Recreation Therapy faculty understand that the act of plagiarism is often misunderstood by students, however they take both cheating and plagiarism very seriously, and a violation may result in a failing grade for the assignment, a failing grade for the course, or even dismissal from the university. Students are advised to become familiar with what plagiarism is and how to avoid it by visiting the Randall Library’s website on plagiarism (https://library.uncw.edu/guides/plagiarism_student_guide).

AMERICAN THERAPEUTIC RECREATION ASSOCIATION’ CODE OF ETHICS

In addition to UNCW’s Academic Honor Code, recreation therapy students are expected to adhere to ATRA’s Code of Ethics (https://www.atra-online.com/page/Ethics).
<table>
<thead>
<tr>
<th>Principle 1: Beneficence</th>
<th>Recreational Therapy personnel shall treat persons served in an ethical manner by actively making efforts to provide for their well-being by maximizing possible benefits and relieving, lessening, or minimizing possible harm.</th>
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<td>Principle 2: Non-Maleficence</td>
<td>Recreational Therapy personnel have an obligation to use their knowledge, skills, abilities, and judgment to help persons while respecting their decisions and protecting them from harm.</td>
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<tr>
<td>Principle 3: Autonomy</td>
<td>Recreational Therapy personnel have a duty to preserve and protect the right of each individual to make his/her own choices.</td>
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<td>Principle 4: Justice</td>
<td>Recreational Therapy personnel are responsible for ensuring that individuals are served fairly and that there is equity in the distribution of services.</td>
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<td>Principle 5: Fidelity</td>
<td>Recreational Therapy personnel have an obligation, first and foremost, to be loyal, faithful, and meet commitments made to persons receiving services, colleagues, agencies, and the profession.</td>
</tr>
<tr>
<td>Principle 6: Veracity</td>
<td>Recreational Therapy personnel shall be truthful and honest.</td>
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<tr>
<td>Principle 7: Informed Consent</td>
<td>Recreational Therapy personnel should provide services characterized by mutual respect and shared discussion making.</td>
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<tr>
<td>Principle 8: Confidentiality &amp; Privacy</td>
<td>Recreational Therapy personnel have a duty to disclose all relevant information to persons seeking services: they also have a corresponding duty not to disclose private information to third parties.</td>
</tr>
<tr>
<td>Principle 9: Competence</td>
<td>Recreational Therapy personnel have the responsibility to maintain and improve their knowledge related to the profession and demonstrate current, competent practice to persons served. In addition, personnel have an obligation to maintain their credential.</td>
</tr>
<tr>
<td>Principle 10: Compliance with Laws and Regulations</td>
<td>Recreational Therapy personnel are responsible for complying with local, state and federal laws, regulations and ATRA policies governing the profession of recreational therapy.</td>
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**PROFESSIONAL COMMUNICATION**

Written and oral communication is essential for success in any profession. Students should demonstrate appropriate communication skills at all times. This includes professional and respectful written and oral communication towards and about others regardless of age, race, gender, ethnicity, religion, sexuality, and ability.

**Person-First Language.** Person-first language and appropriate terminology should always be used when referring to people with disabilities For example, “the handicapped” or “the disabled” are antiquated, inappropriate, and demeaning terms which should be replaced with “people/person with a disability.” In addition, terms such as “autistic” or “alcoholics” should be replaced with “person with autism” or “person on the autism spectrum”, and “person with alcoholism” or “person with substance abuse problems.” These are just a few examples. Students will learn more about person-first language in their RTH courses.

**Class assignments.** All class assignments (unless otherwise noted by the instructor) must be word processed using the most recent version of **Word** (available free to students through UNCW’s B1NAR1ES Technology Store [http://www.uncw.edu/ITSD/help/binaries.html](http://www.uncw.edu/ITSD/help/binaries.html)).

The recreation therapy profession uses **APA** (American Psychological Association) style to cite references and format papers. Students are expected to use this format for all written work. An abridged version of the latest edition of the Publication Manual of the American Psychological Association (7th ed.) can be found on-line at the Purdue Online Writing Lab ([https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)).

Students are encouraged to visit **UNCW’s Writing Services at the University Learning Center**: [https://uncw.edu/ulc/services/writing/index.html](https://uncw.edu/ulc/services/writing/index.html). Writing Services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

1. **The Writing Center** provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students develop
revision plans. You can schedule an appointment on this website.

2. Students can also receive electronic response to their developing papers through the Online Writing & Learning (OWL) service. Visit their website for a variety of writing resources: handouts, guides, useful links, and the online consultation link: https://uncw.edu/ulc/services/writing/owl.html.

3. Students can drop-in at the Writing Lab for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students.

**Emails.** Faculty will send official communications to all students by e-mail with the full expectation students will receive, read and/or respond to these e-mails in a timely fashion. All UNCW students hold an official university email that will be used for this correspondence in the major. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with university, major and course-related communications. In addition to their university e-mail account, students should also check for course-related announcements and assignments within Canvas.

   Faculty commit to checking email Monday-Friday, 9:00am-5:00pm. They will not reply to email over the weekend (between 5pm Friday and 9am Monday). They will reply to emails within 48 hours within the timeframes stated. If you do not hear from your faculty member after 48 hours, please feel free to email them again. If your email necessitates lengthy clarification of class readings, discussions, or assigned problems, the faculty member will ask that you schedule an appointment with him or her to address your concerns/questions during or outside of office hours, or suggest you contact your classmates via Canvas.

   When sending an email, please first review the course syllabus and schedule to see if your question(s) can be answered through these means. If they cannot, please feel free to contact your instructor via phone or email. Respect and proper language in email communications are expected of all students, as it directly correlates with the RTH
Technical Standards. These communications are a direct reflection of your current and future level of professionalism, therefore, please note the following:

Faculty reserves the right not to reply to emails that are composed in a non-professional manner.

- Address your instructor as “Dr. Last Name”, “Ms. Last Name”, or “Mr. Last Name” (be sure to use the appropriate title). Addressing your instructor with “Hey” “Sup” “Dude” are not appropriate.
- Using all capital letters in a message is considered as yelling. This is not advisable nor will it elicit a more immediate response from the instructor.
- The use of complete words and sentences with proper grammar is expected of university students. Texting and/or shorthand communications are not professional communications.
- When emailing, please be sure you state your name and course number within your email.

Oral Communication. Effective oral communication is a Recreation Therapy Student Learning Outcome and a UNCW Learning Goal. As such students are expected to demonstrate this skill through respectful interactions with others and sound preparation and leadership with activities, interventions, and presentation.

✓ Effective Study Habits

Effective study habits are essential to success in the Recreation Therapy major. We are preparing future health care professionals and this requires a rigorous curriculum. The Committee on Accreditation of Recreational Therapy Education (CARTE), the body that accredits recreational therapy curriculum requires over 100 curriculum standards be met for a program to qualify for accreditation, thus in order to meet those standards, a demanding curriculum is necessary. To help you succeed in the program, the University Learning Center also offers Study Skills Mentoring. To learn about this program and to schedule an appointment, visit this site: https://uncw.edu/ulc/services/academic/study-skills-mentoring.html. The center also provides the following helpful advice:
Effective Habits for Effective Study

1. **Take responsibility for yourself**: Responsibility is the recognition that, in order to succeed, YOU must make decisions about your priorities, your time, and your resources. We know most of you work part-time outside of school. However, we expect school and your major to be your first priority—and must be for you to get the most out of your education. Going to school and working requires not only prioritizing but effective time management. You should plan on scheduling study and homework time into your daily schedule—this may mean less time on social media—as well as some time for leisure. This will help you stay on schedule and complete all assignments in a quality manner and meet deadlines. This also means planning ahead and taking into account that unforeseen circumstances and emergencies do happen. Other helpful strategies include: (a) asking for help as soon as you need it, (b) asking questions, (c) staying up on your readings, (d) not waiting till the last minute—deadlines are just that, assignments can always be turned in early, (e) using your time wisely especially with group project, and (f) going above and beyond—don’t be satisfied with doing what is “minimally” required.

2. **Center yourself around your values and principles**: Don’t let friends and acquaintances dictate what you consider important. Once you set your priorities, let others know what is important to you.

3. **Put first things first**: Follow-up on the priorities you have set for yourself, and don’t let others or other interests, distract you from your goals. This includes work and relationships.

4. **Discover your key productive periods and places**: Whether you are an early bird or a night owl, studying during your “peak” times is important.

5. **Consider yourself in win-win situation**: You win by doing your best and contributing during class. If you are content with your performance your grade will become a secondary motivator to doing well in class. Learning will become the primary motivator. Your goal is to become a competent and valued professional.

6. **First understand others, then attempt to be understood**: When you have an issue with an instructor (a questionable grade or an assignment deadline extension), put yourself in the instructor’s place. Now ask yourself how you can best make your argument, given the situation.

7. **Look for better solutions to problems**: For example, if you don’t understand the course material, don’t just re-read the material. Try something else. Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or the Learning Center.

   And, lastly, seek to continually challenge yourself!
PROFESSIONAL DRESS AND APPEARANCE

While society and campus culture influences how one dresses and modifies one’s body, the Recreation Therapy program’s mission is to prepare future recreation therapists and health care providers, thus professional appearance is vital. As such, the following professional dress and appearance guidelines are put forth.

- **Professional Dress**: Recreation therapy students are required to purchase a UNCW recreation therapy polo shirt which is to be worn with khaki pants (or shorts if approved) during class presentations, and course required community engagement activities (unless otherwise instructed by the course instructor). The UNCW recreation therapy polo is also appropriate to wear to conferences where professional casual dress is recommended. Short shorts, jeans, low cut and bare midriff tops are never acceptable. Appropriate footwear must also be worn for safety purposes based on the guidelines set-forth by specific activities and agencies. Close toed shoes are often required at health and human service programs and agencies, and for many class activities.

- **Body Modifications**: Students should be aware that visible tattoos, body piercings, and other forms of body modifications (such as gauges) may be deemed inappropriate by many health care and human service agencies, thus hindering the student’s acceptance by that agency for a practicum or internship.

APPROPRIATE USE OF SOCIAL MEDIA

One cannot deny that we live in a society that embraces and heavily uses social media. While social media has many benefits, students should be aware of best practices when it comes to social media.

- Faculty, practicum and internship supervisors, and current and potential employers will find you on Facebook and other such social media platforms. You should only post pictures and comments you would want such individuals to see.
and know about you. As a recreation therapy major at UNCW, you are not only representing yourself, but also the major, UNCW and the profession.

- Faculty cannot “friend” you on Facebook or “follow” you on other social media outlets, so please do not ask. After you graduate, we would like to keep up with you. If you are so inclined, you can ask us to be your “friend” or to “follow” you on your social media.

- The UNCW Association of Recreation Therapy Students Facebook page is a public group for students, alumni, and recreation therapists and friends of UNCW. This site should only be used to connect with others, request information, look for internships and jobs, and keep updated with things happening in the club and in the major. Any rude, disrespectful or damaging remarks will not be tolerated and will be considered a breach of the Recreation Therapy Technical Standards, the UNCW Honor Code, and the ATRA Code of Ethics and will be dealt with appropriately.

- Students shall not post about or take pictures of clients without their, or their parent’s or guardian’s, written approval. Only if approval of photographing is given, written approval must also be obtained to post such pictures on social media. Violation of this is a breach of the ATRA Code of Ethics and will be dealt with appropriately.

✓ **APPROPRIATE USE OF ELECTRONIC DEVICES**

The use of cell phones, laptops, tablets, cameras, and any other such devices are **prohibited during class unless otherwise noted by your instructor**. All such devices must be **turned off or set to a ‘non-noise’ level** during class and stowed in purses or book bags during class unless you have prior permission of the instructor to use such device. Violations are deemed disruptive and will be dealt with accordingly—you may be dismissed from class and be counted as an absence.

If the use of an electronic device during class is an approved modification due to a disability, documentation from UNCW’s Disability Resource Center must be presented to the instructor.
When students are performing community engagement and applied learning activities, electronic device usage is prohibited and the above rules apply. During practicum and internship, students must follow agency policy and procedures governing use of electronic devices.

✓ Adherence to Recreation Therapy Technical Standards

Technical Standards for recreation therapy are the cognitive, psychomotor, and affective skills deemed essential to complete this program and to perform as a competent recreation therapist. These technical standards include personal and professional attributes, abilities, knowledge and skills, as well as physical, medical, safety, and other requirements that an individual must meet in order to be eligible for retention in the Recreation Therapy program/courses, and to succeed as a recreation therapist. If a student cannot demonstrate the enumerated skills and abilities, it is the responsibility of the student to request a modification through the UNCW Disability Resource Center (DRC).

In order to be a recreation therapy major and progress in the Recreation Therapy program, a student must possess a functional level of ability to perform the duties required of a recreation therapist. These core competencies are considered to be the minimum and essential skills necessary to protect the public and to provide competent practice in recreation therapy. These abilities are encountered in unique combinations in the provision of safe and effective recreation therapy practice. Progression in the program/course may be denied if a student is unable to demonstrate the technical standards with or without reasonable modifications.

These standards are not a requirement of admission into the program. Individuals interested in majoring in recreation therapy should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the program. UNCW is obliged to provide reasonable modifications to qualified students with disabilities, which may include academic adjustments, auxiliary aids and/or program modifications. Modifications that fundamentally alter the nature of the academic program, could jeopardize the health and
safety of others or cause an undue burden to the program are not considered reasonable modifications.

Upon entering the program and at the beginning of every academic year, students must sign a Letter of Agreement confirming that they are able to perform all of the technical standards with or without reasonable modifications. Progression in the program will be denied if a student is unable to demonstrate the technical standards. If an individual experiences a change during the program/course, so that the technical standards cannot be met with or without reasonable modifications, he or she must immediately notify his or her advisor and, if appropriate, the Disability Resource Center. The recreation therapy faculty reserves the right at any time to request an assessment by a qualified healthcare provider at the student's expense in order to assist with the evaluation of the student's ability to perform the technical standards. If that assessment deems the student unable to adequately perform the standard(s) in question with or without reasonable modification, the student may be dismissed from the recreation therapy program.

When a student demonstrates a problem performing a technical standard, the student will meet with the RTH faculty to again discuss and decide on a written plan to remediate the problem. If the second plan does not eliminate the problem, the RTH faculty will meet with the SHAHS Director and UNCW General Counsel to discuss removing the student from the major. The student has the right to submit a written rebuttal to the RTH faculty and the Director of SHAHS at any time during this process.

**Disclosure of a Disability.** If a student believes they are a qualified student with a disability who requires a reasonable accommodation, the student must register with the UNCW’ Disability Resource Center in DePaolo Hall [http://uncw.edu/disability/] to determine eligibility. Students who need a modification or who have any emergency medical information the instructor should know of, should make an appointment with the Recreation Therapy Coordinator as early as possible, no later than the first week of the semester. A student who registers with DRC will coordinate and cooperate with DRC to document any impairment and to interact with DRC and the university to determine any reasonable modification(s).
Once the student has made a request for modification, the University will determine whether the student is qualified and able to perform the essential technical standards with reasonable modification, including, but not limited to, a review of whether the requested modifications are reasonable, would jeopardize clinician/patient safety, or would fundamentally alter the education process of the student or institution, such as coursework, clinical experiences and internships deemed essential to graduation.

**Pregnancy.** To the extent possible, UNCW encourages a student to continue in a program/course during pregnancy. The university requests that a student inform faculty and/or the Recreation Therapy Coordinator of their pregnancy as soon as possible. Depending on the circumstances, it may become necessary for the student to obtain a signed statement from the primary health care provider verifying that the student may participate in the program/course, including meeting relevant technical standards. Depending on the circumstances, a student who is less than six weeks post-partum may also need to have written documentation from her primary health care provider that states the student can meet the technical standards of the recreation therapy program/course in order to return to clinical practice.

**Acute Injury.** A student who becomes injured or has a surgical procedure during the recreation therapy program/course will be required to provide written documentation from their healthcare provider that states the student can meet the technical standards of the recreation therapy program/course in order to return to clinical practice.

✔ **Basic Computer Skills**

The recreation therapy faculty at UNCW believe that a basic knowledge of and ability to utilize computer programs/software is necessary for students to succeed in the completion of RTH coursework. More specifically, a familiarity with Microsoft Word, PowerPoint, and Excel will be necessary for success in recreation therapy courses.

The recreation therapy faculty expect that students enter the classroom already familiar and confident in their abilities to use these programs. Due to limited class time,
faculty cannot dedicate time to teaching students how to utilize these various software programs. Thus, students lacking skills in operating Microsoft Office computer programs are encouraged to educate themselves prior to the start of classes by completing the tutorials listed below, provided for free by UNCW. **Students can find information about Microsoft Office 360 and the tutorials provided by Information Technology Services here:**

[https://uncw.edu/itsd/help/office365.html](https://uncw.edu/itsd/help/office365.html)

**DISCIPLINARY PROCEDURES**

While the recreation therapy faculty are confident that the recreation therapy students will adhere to the program’s Technical Standards, UNCW’s Student Academic Honor Code ([http://uncw.edu/odos/documents/Honor_Code_12-13.pdf](http://uncw.edu/odos/documents/Honor_Code_12-13.pdf)), and the ATRA Code of Ethics, students should be familiar with UNCW's policies related to violations of these standards. The recreation therapy faculty follow UNCW’s disciplinary policies and procedures in all cases of academic dishonesty, and unethical behavior.

**GRIEVANCE PROCEDURES**

In order to provide students in the Recreation Therapy program with a process for communicating grievances (i.e., complaints, criticisms) about experience(s) related to academic misconduct, grades*, faculty/staff conduct, advising, classroom environment, or other experience(s) within the program deemed unsatisfactory or problematic by the student(s), the following procedure should be followed.

Any/all recreation therapy students needing to communicate a grievance will first contact the faculty involved to schedule a meeting to discuss the situation—the first contact will be with the faculty involved. If the result/outcome of this meeting is deemed unsatisfactory to the student, the student will contact the Recreation Therapy Program Coordinator, Dr. Brent Hawkins, to schedule a meeting to discuss the situation and desired outcomes of the initial meeting with the faculty member. If the outcome of this second meeting is still unsatisfactory to the student, she or he will then contact the School Director, Dr. Steve Elliott, to schedule a meeting to discuss the situation and outcomes from previous meetings. Lastly, if the outcome of the meeting with the School Director still does not meet the needs of the student in addressing
the grievance, the student will contact the Office of the Dean to request a meeting. Further action, if any, will be directed by the Office of the Dean.

Both students and faculty must create/maintain/file all documentation pertaining to the grievance(s) for a minimum of one-year post-graduation of the student(s) involved, after which the documentation will be destroyed by the Recreation Therapy program.

Table 1 diagrams the order of communication for grievances and provides contact information.

Table 1

<table>
<thead>
<tr>
<th>Recreation Therapy Faculty**</th>
<th>Recreation Therapy Program Coordinator</th>
<th>School Director</th>
<th>Office of the Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brent Hawkins, Ph.D., LRT/CTRS, RT Program Coordinator 910-962-3717 <a href="mailto:hawkinsb@uncw.edu">hawkinsb@uncw.edu</a></td>
<td>Brent Hawkins, Ph.D., LRT/CTRS, RT Program Coordinator 910-962-3717 <a href="mailto:hawkinsb@uncw.edu">hawkinsb@uncw.edu</a></td>
<td>Steve Elliott, Ph.D., Director, School of Health and Applied Human Sciences, College of Health and Human Services 910-962-2115 <a href="mailto:elliotts@uncw.edu">elliotts@uncw.edu</a></td>
<td>College of Health and Human Services Office of the Dean 910-962-3317 <a href="mailto:CHHS@uncw.edu">CHHS@uncw.edu</a></td>
</tr>
<tr>
<td>Cara Gray, Ph.D., LRT/CTRS 910-962-3733 <a href="mailto:grayc@uncw.edu">grayc@uncw.edu</a></td>
<td>Dan Johnson, Ph.D., LRT/CTRS 910-962-3659 <a href="mailto:johnsonde@uncw.edu">johnsonde@uncw.edu</a></td>
<td>Sara Miller, MS, LRT/CTRS, CCLS 910-962-7901 <a href="mailto:millersm@uncw.edu">millersm@uncw.edu</a></td>
<td>Angie Sardina, Ph.D., LRT/CTRS 910-962-3521 <a href="mailto:sardinaa@uncw.edu">sardinaa@uncw.edu</a></td>
</tr>
</tbody>
</table>

*The Recreation Therapy program adheres to all UNCW’s policies and procedures, which includes the policy and procedure for grade appeals, which can be found here: [http://catalogue.uncw.edu/content.php?catoid=49&navoid=6576#Grade_Appeal_Procedure](http://catalogue.uncw.edu/content.php?catoid=49&navoid=6576#Grade_Appeal_Procedure)

**Although not listed, the same order of communication applies to part-time RT faculty.
THE CURRICULUM

The Bachelor of Arts Degree in Recreation Therapy at UNCW consists of University Studies requirements and 72 hours of recreation therapy and supportive course work.

UNIVERSITY STUDIES AND RECREATION THERAPY COURSES

(Students should consult their degree audit Undergraduate Catalog for the year they were admitted to UNCW for the most up-to-date and accurate information regarding University Studies)

The following recreation therapy courses may be used to partially or completely fulfill University Studies requirements.

- **Oral Communication**: fulfilled by RTH 480-Senior Seminar in Recreation Therapy
- **Applied Learning**: fulfilled by RTH 348-Practicum in Recreation Therapy and RTH 497-Field Placement in Recreation Therapy
- **Scientific Approaches to the Natural World**: partially fulfilled by EXS 216-Human Anatomy and Physiology I and EXSL 216-Human Anatomy and Physiology I Lab (students must take another 3 hours of Scientific Approaches in the Natural World courses without the EXS to meet this requirement.)
- **Living in a Diverse Nation**: fulfilled by RTH 372-Recreation Therapy in Behavioral Health
- **Building Competencies—Writing Intensive**: fulfilled by RTH 380-Assessment and Outcome Planning in Recreation Therapy, RTH 459-Research: Determining Best Practices in Recreation Therapy, and RTH 480-Senior Seminar in Recreation Therapy
- **Building Competencies—Information Literacy**: partially fulfilled by RTH 459-Research and Evaluation in Recreation Therapy, RTH 480-Senior Seminar in Recreation Therapy—students must take another 3 hours of Information Literacy courses to meet this requirement.
- **Building Competencies—Quantitative and Logical Reasoning**: fulfilled by RTH 459-Research: Determining Best Practices in Recreation Therapy. (Beginning Fall 2017, this will no longer be a University Studies requirement.)
- **Explorations Beyond the Classroom**: fulfilled by RTH 497-Field Placement in Recreation Therapy
- **Capstone Course**: fulfilled by RTH 497-Field Placement in Recreation Therapy
RECREATION THERAPY CORE/REQUIRED COURSES

All students are required to complete the following courses:

- EXS 216 - Human Anatomy and Physiology I (or BIO 240 and BIOL 240—prerequisites BIO 201 and CHM 101)
- EXSL 216 - Human Anatomy and Physiology I Lab (beginning Fall 2017)
- EXS 217 - Human Anatomy and Physiology II (or BIO 241 and BIOL 241)
- EXSL 217- Human Anatomy and Physiology II Lab (beginning Fall 2017)
- PSY 223 - Life Span Human Development
- PSY 247 - Abnormal Psychology
- ATR 470 - Medical Terminology for Health Professions or CLR 350 - Medical Terminology and Clinical Endpoints
- PED 350 - Motor Behavior
- RTH 348 - Practicum in Recreation Therapy
- RTH 265 - Introduction to Recreation Therapy
- RTH 368 - Foundations of Recreation Therapy
- RTH 370 - Recreation Therapy in Physical Rehabilitation
- RTH 381 - Recreation Therapy Treatment Modalities I
- RTH 372 - Recreation Therapy in Behavioral Health
- RTH 375 - Processes and Techniques in Recreation Therapy
- RTH 380 - Assessment and Outcome Planning in Recreation Therapy
- RTH 390 - Pre-Internship Seminar in Recreation Therapy
- RTH 391 - Recreation Therapy Internship Finalization
- RTH 459 - Research: Determining Best Practices in Recreation Therapy
- RTH 475 - Leadership and Management in Recreation Therapy
- RTH 480 - Senior Seminar in Recreation Therapy
- RTH 497 - Field Placement in Recreation Therapy

In addition, students must take at least three of the following courses:

- RTH 385 - Recreation Therapy Treatment Modalities II: Exercise and Movement
- RTH 386 - Recreation Therapy Treatment Modalities III: Creative Arts
- RTH 387 - Recreation Therapy Treatment Modalities IV: Stress and Pain Management
- RTH 389 - Recreation Therapy Treatment Modalities V: Cognitive Retraining
- RTH 469 - Recreation Therapy in Geriatrics
• RTH 393 - Functional Fitness in Recreation Therapy
• RTH 394 - Aquatics in Recreation Therapy
• RTH 388 - Adapted Sports
• RTH 289 - Assistance Dog Training IV
• CHHS 220 - Introduction to Yoga Methods and Techniques
• CHHS 250 – Leadership Skills for Adventure Exercise

**RECREATION THERAPY ELECTIVES**

The recreation therapy program frequently offers a number of electives that support the curriculum and provide students with extra knowledge and skills beneficial to the practice of recreation therapy.

• RTH 286 Assistance Dog Training I
• RTH 287 Assistance Dog Training II
• RTH 288 Assistance Dog Training III
• RTH 289 Assistance Dog Training IV
• RTH 290 Facility Dog Training
• RTH 384 Recreation Therapy and Child Life for the Hospitalized Child
• RTH 448 Advanced Field Experiences in Recreation Therapy
• RTH 491 Directed Independent Study
• RTH 494 Study Abroad in Recreation Therapy
• RTH 499 Honors Work in Recreation Therapy

RT students in the Honors College must take this course. Students with a 3.2 cumulative GPA or higher are encouraged to pursue Departmental Honors (http://uncw.edu/honors/academics/departmental.html) which involves working with a faculty member for at least two semesters on a research project. Any RT faculty member will be happy to discuss this with you.
COURSE SEQUENCING

The following course sequence through the major is recommended, assuming anatomy and physiology, abnormal psychology, human growth and development, and University Studies courses have been completed.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>• RTH 265 Introduction to RT (3 credits)</td>
<td>• RTH 372 RT in Behavioral Health (3 credits)</td>
</tr>
<tr>
<td>• RTH 368 Foundations of RT (3 credits)</td>
<td>• RTH 380 Assessment &amp; Outcome Planning in RT</td>
</tr>
<tr>
<td>• RTH 375 Processes &amp; Techniques in RT (3 credits)</td>
<td>(3 credits)</td>
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<tr>
<td>• RTH 370 RT in Physical Rehab (3 credits)</td>
<td>• RTH 381 RT Interventions I/RT TX Modalities I (3 credits)</td>
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<tr>
<td>• PED 350 Motor Behavior (3 credits)</td>
<td>• RT TX Modalities (2-3 credits)</td>
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<td></td>
<td>• RT TX Modalities (2-3 credits)</td>
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<td></td>
<td>• RTH 390 Pre-Internship Seminar (1 credit)</td>
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<tr>
<td>15 credits</td>
<td>14-16 credits</td>
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<table>
<thead>
<tr>
<th>Summer</th>
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<tbody>
<tr>
<td>• RTH 348 Practicum (3 credits)</td>
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<tr>
<td>• ATR 470 Medical Terminology or CLR 350 (both on-line) (3 credits)</td>
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<tr>
<td>6 credits</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TX Modalities (2-3 credits)</td>
<td>• RTH 497 Field Placement in RT (12 credits)</td>
</tr>
<tr>
<td>• RTH 391 Internship Finalization (1 credit)</td>
<td></td>
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<tr>
<td>• RTH 459 Research in RT (3 credits)</td>
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<tr>
<td>• RTH 475 Leadership and Management in RT (3 credits)</td>
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<tr>
<td>• RTH 480 Senior Seminar (3 credits)</td>
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<tr>
<td>13-14 credits</td>
<td>12 credits</td>
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</table>

BACHELORS IN RECREATION THERAPY/MASTERS IN APPLIED GERONTOLOGY—COMBINED 4+1 PROGRAM

Recreation therapy students who desire to work with older adults may want to consider the RT/GRN 4+1 program where they can earn a BA in Recreation Therapy and a MS in Applied Gerontology in approximately five (5) years. Students apply to this program in their junior year and if accepted begin taking graduate classes that count toward both the BA and MS degrees in their senior year. In addition, they must complete RTH 497 Field Placement in RT in an approved gerontology/geriatric-based facility. For more information contact:

Dr. Angie Sardina, Ph.D., CTRS/LRT, RT-Gerontology Liaison, sardinana@uncw.edu
Dr. Tina Newsham, Ph.D., Gerontology Program Coordinator, newshamt@uncw.edu
UNIVERSITY AND DEPARTMENTAL HONORS

Recreation therapy students can receive either University Honors or Departmental Honors by working with RT faculty to complete all the requirements with includes a research project for either designation. According to the Honor’s College:

Students may apply to the Honors College at several times. Most students apply to enter as first semester freshmen. Applications are reviewed on a rolling basis, and because the program is quite competitive, we urge you to apply as early as possible, at least by early April. We will keep a waiting list in case spots open during the summer. Students may also apply after completing one or two semesters at UNCW, and grades earned at UNCW are weighted highly. Transfer students are also urged to apply.

Any current UNCW student or transfer student may apply for departmental honors in the junior or senior year if he or she meets the criteria [at least a 3.2 on all college work attempted at UNCW and other universities/colleges]. This application uses a different application form available in the Honors College office (second floor Randall Library).

(https://uncw.edu/honors/academics/university.html)

Recreation therapy students interested in graduating with Honor’s should first review the Departmental Honors Handbook (https://uncw.edu/honors/info/handbook/index.html) and then meet with a RT faculty member to discuss research ideas.

STUDY ABROAD

Recreation therapy students are encouraged to study abroad. International experiences are a great way to become a global citizens and develop cultural competencies. The RT program often offers faculty led programs where students engage not only in cultural experiences but work with individuals with disabilities in other countries. Such experiences may count as RTH 348 Practicum in RT. Many other study abroad opportunities are offered through UNCW’s Office of International Programs (https://www.uncw.edu/global/index.html) ranging in length from a couple weeks to an entire semester. Students wishing to study abroad should discuss this with their RT academic advisor and be aware that non-RT study abroad experience that last a
semester will most likely add a semester to their graduation timeline.

**STUDY ABROAD PRACTICUM.** All students going abroad for **RTH 348** must first get their experience/site approved by the instructor(s) of record for RTH 348. If approved, the instructor will notify UNCW’s Office of International Programs (OIP). If the international experience is done independently or as part of a non-UNCW program, prior to leaving the country, the **students must:**

1. Complete and submit OIP’s Departmental Pre-Approved Program Application to OPI and the RTH 348 instructor;
2. Attend one of OIP’s Pre-Departure Orientations which covers information about health, safety, using financial aid, culture shock, accessing money while abroad, etc. Orientation dates can be found on the OIP website; and
3. Provide the instructor of RTH 348 proof of attending the pre-departure orientation.

**NOTE:** There is a $50 fee required by OIP when completing OIP’s Departmental Pre-Approved Program Application.

**STUDY ABROAD INTERNSHIP.** The only international internship sites available for RTH 497 Field Placement in RT are in Canada. Currently, we do not have any approved sites in Canada, but if a student wishes to pursue an internship in Canada, she or he must meet with Ms. Miller who will begin the process of seeking agency approval. This must be initiated at least **four months prior** to the deadline for submitting final internship paperwork. If an internship in Canada is obtained, the student **must** follow the procedures listed above for study abroad practica.
STANDARD COURSE POLICIES

The following course polices are applied in all RTH courses.

- **Participation:** Investment and active participation are expected. This course requires that all students complete readings prior to class and actively participate in all class activities.

- **Attendance:** Attendance will be taken in classes. You will be excused for the equivalent of three 50-minute class sessions (e.g., if a 3-credit class meets three times a week you will be allowed three (3) excused absences, if a 3-credit class meets one time a week you will be allowed one (1) excused absence). Subsequence absences, regardless of the reason, will result in your grade being reduced for each absence dependent upon the specific course policy. All absences due to sanctioned University-related events (e.g., athletics) or military commitments will be counted as excused absences, but count towards the three excused ones (e.g., if a student athlete student is absent for athletic competition 4 times, those absences will be excused, however the student will not receive excused absences for non-athletic participation). Absences due to illness, internship interviews, family emergencies, etc. will be counted as an absence. Individual faculty have specific course polices related to making-up work missed due to absences.

- **Religious Observation:** North Carolina General Statute 116-11(3a) and the UNCW policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Please provide written notice of the request for an excused absence within the first two weeks of class. You will be given the opportunity to make up any tests or other work missed due to an excused absence for religious observance if you follow these guidelines. Students must register this absence with the Registrar through Seanet.

- **Late and Early Leave:** Classes will start on time; therefore, it is important that the student comes to class on time. Consistently being late to class and/or leaving class early is not be acceptable. Two early departures, or two late arrivals, and/or one late arrival + one early departure (or vice versa) to class will be counted as one absence. If a student arrives to class after attendance has already been taken, it is the student’s responsibility to speak with the instructor immediately following that day’s class to ensure that they were counted as present for that day.
• **Plagiarism and Cheating:** Plagiarism and cheating of any form will not be tolerated in recreation therapy courses. The consequences for plagiarism and cheating range from receiving a “0” on the assignment to being reported to the Dean of Students as an Honor Code violation, to failing the course.

• **Assignments:** Assignments must be submitted via Canvas (not email) unless otherwise directed on the due date **on or before** for the due date to be considered on time. Students should check their course syllabus for specific course policies regarding the acceptance of late assignments. All papers/assignments must be typed or word-processed using the latest version of Word. All papers **must** be formatted in “APA style” as delineated in the 7th edition of the *Publication Manual of the American Psychological Association*. This website is useful in following APA style ([http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)). All assignments will be graded on readability, which includes grammar spelling, sentence structure, flow, congruence and aesthetics.

• **Textbooks:** The recreation therapy faculty strongly recommend students purchase and not rent recreation therapy textbooks. We have designed the curriculum so that the minimal number of textbooks are required, and most textbooks will be used in multiple courses. Additionally, we believe the textbooks we have chosen will assist students on their internships, preparing for the national certification exam, and as practitioners.

• **Electronic Devices:** The use of cell phones, laptops, tablets and any other such device is prohibited during class, unless otherwise noted by your instructor. All such devices must be turned off or set to a ‘non-noise’ level during class and stowed in purses or book bags during class unless you have prior permission of the instructor to use such device.

• **Incompletes:** A grade of “incomplete” will not be given unless there is documentation of extenuating circumstances for not completing the requirements of the course. Students must meet with their instructor to discuss the possibility of getting an incomplete grade the conditions for completing the course. Incompletes are not given due to failing grades.
PRACTICUM—RTH 348

Prior to registering for RTH 497: Field Placement in Recreation Therapy and completing their 560-hour internship, students are required to register for RTH 348: Practicum in Recreation Therapy and complete 100 hours of supervised field work in a health care or human service setting.

The purpose of practicum is for students to gain hands-on experience by working directly with individuals who have various types of health conditions and/or disabilities. In addition, the practicum experience provides students an opportunity to apply and practice utilizing the knowledge and skills learned in the classroom in a real-world setting.

The RTH 348 Practicum course is offered during summer term, where students can choose to complete their practicum hours in- or out-of-state in the professional setting and/or working with the population that is of greatest interest to them (e.g., physical rehabilitation, skilled nursing, behavioral health, adaptive sports, etc.) that will provide them an opportunity for further developing their professional competencies.

It is preferred that practicum hours be completed under the supervision of a CTRS/LRT and/or within a recreation therapy program. However, in the event this type of placement is not available, exceptions will be made on an individual, case-by-case basis.

Note: Students may not complete RTH 348 Practicum fieldwork hours with the same organization/agency as they completed their RTH 265 Introduction to RT volunteer hours; nor can students complete their practicum with the same organization/agency in which they intend to complete their RTH 497 Field Placement in RT internship.

Also, students who do not pass RTH 348 Practicum with a “C” or better will be required to repeat the course prior to being eligible to register for RTH 497 Field Placement in RT. Students repeating RTH 348 Practicum will not be permitted to complete their 100 hours with the same organization/agency as their original RTH 348 Practicum placement.

NOTE: See the International/Study Abroad section for policies regarding practica.
INTERNSHIP—RTH 497- FIELD PLACEMENT IN RECREATION THERAPY

Upon completion of all other coursework, students are required to complete a 14-week, 560-hour internship under the supervision of a CTRS. The primary purpose of the recreation therapy internship is to provide students with practical, field-based learning experience that encompasses their undergraduate Recreation Therapy degree program. The primary emphases of this internship are on demonstration of knowledge, skills, and abilities needed to assume the responsibilities of a RT professional. This includes involvement in the assessment of clients, planning and delivering RT services to clients, and evaluating these decisions. In addition, the student’s behavior and skills are discussed during clinical supervision with his/her Clinical Instructor. Assignments are designed so that students can demonstrate recreation therapy in client care, and professional growth. Students will work with the Internship Coordinator to apply for and secure an internship at a site that meets all NCTRC certification and NCBRTL licensure standards.

During the internship experience, students should remember they are representatives of UNCW’s Recreation Therapy Program and, as such, engage in professional and ethical behaviors at all times.

NOTE: Students may not complete RTH 497 Field Placement in RT with the same organization/agency as they completed RTH 348 Practicum fieldwork hours or RTH 365 Introduction to RT volunteer hours.

NOTE: See page 31 for policies regarding International/Study Abroad internships.

POLICY ON TAKING COURSES OR HAVING EMPLOYMENT DURING INTERNSHIP

Internship is a critical learning component for students to emerge into competent recreation therapists. In fact, a 14-week, 560-hour internship is required for the academic path to certification through the National Council for Therapeutic Recreation Certification (NCTRC) and licensure through the North Carolina Board of Recreational Therapy Licensure (NCBRTL). During internship, students will have opportunities to apply all the knowledge and skills developed during their coursework, which requires an incredible amount of time and effort. Due to the internship’s importance and academic requirements, we STRONGLY DISCOURAGE students from enrolling
in any coursework during their internship, with exception to credits taken for internship (i.e., RTH 497 = 12 credits/full-time status). We also STRONGLY DISCOURAGE students from having a non-internship employment while completing their internship. There are many reasons for this stance, such as:

- Protecting the safety of students, patients/clients/participants/residents, and personnel at the internship site.
- Ensuring students place the priority on building necessary practical skills to be a competent recreational therapist during their internship.
- Being able to devote enough time to their internship assignments associated with course credit in RTH 497.
- Avoiding threats to mental health related to the stress of trying to balance a 40-hour/week internship, academic requirements for the internship, plus a job or another course.

We realize, however, some students in rare circumstances will need to take a course to graduate or need employment to pay essential costs of living (e.g., food, rent). If students must take a course during internship or are significantly struggling financially and need employment during internship, the student should talk with their RT advisor and/or Ms. Miller, the internship coordinator, to discuss their personal circumstances as early in the process as possible. The RT faculty member can help the student outline a plan to support their success during internship, with the first priority being not to take a course or being employed during their internship, while still addressing their personal needs. If the result of the meeting between the RT faculty member and student indicates course enrollment or employment is necessary during internship, the student must complete the Recreation Therapy Internship Work/Course Notification Form and submit the completed form to the internship coordinator, Ms. Miller. The form can be found in the RTH 390 Pre-Internship Manual and the RTH 497 Internship Manual.

If the student’s course enrollment or employment during internship is approved by the RT faculty, the following rules apply:

**Course Enrollment:**

- Course enrollment is limited to one course, which cannot exceed three credits.
• The course lectures, assignments, and activities must be able to be completed outside of the work schedule of their internship (e.g., after 5pm, weekends—students should keep in mind, some internships require weekend and/or evening hours).

• Course enrollment, separate from RTH 497 enrollment, must be approved by the internship site supervisor at their discretion. Students must communicate this need to potential internship site supervisors prior to accepting an internship.

**Employment:**

• The work hours must be completed outside of the internship work schedule (e.g., after 5pm, weekends—students should keep in mind, some internships require weekend and/or evening hours).

• The additional employment must be approved by the internship site supervisor at their discretion. Students must communicate this need to potential internship site supervisors prior to accepting an internship.

If a student finds it necessary to seek employment while already on internship, the student must seek permission from their internship site supervisor and their academic supervisor in writing prior to accepting employment, agree to the conditions below.

**Note:** Both course enrollment and additional employment during clinical internship will not be approved.

If the student does not uphold this policy, they will not be approved to begin their internship or will be withdrawn from their internship. Similarly, if completing the course or being employed is impacting the student’s performance during internship, the student will be withdrawn from their internship. Again, we want all students to place their priority on their internship because it is vital to their development as a credentialed recreation therapist and healthcare provider.

**ACADEMIC ADVISING**

While the successful matriculation through the Recreation Therapy program is the student’s responsibility—including taking courses in an efficient, appropriate and timely sequence—the recreation therapy faculty take seriously their role as academic advisors for the majors. Students are expected to meet with their advisors at least once a semester for academic advising. During the first meeting the student and his or her advisor will review the Recreation Therapy Technical
Standards and develop a “master plan” of courses the student should register for each semester in order to progress through the major in an efficient manner. During each subsequent appointment students should come prepared with their “master” plan and most current degree audit.

Students are encouraged to discuss programmatic and professional issues, such as practicum and internship placements, and employment opportunities with their advisors. Advisors are also excellent resources for students who may be having academic problems and can provide university resources for students struggling with personal issues. As recreation therapy faculty, we are here to help you get the most out of your education and succeed professionally so please don’t hesitate to use us.

REFERENCES AND LETTERS OF RECOMMENDATION

Prior to listing a faculty member as a reference on your resume or application for internship, employment, scholarship, etc, you must ask the faculty member if they are willing to serve as a reference for you. Making this request should initiate a conversation regarding if the faculty member is willing to speak positively about your abilities.

A standard recommendation form is used with any student who requests a recommendation to be sent to potential practicum or internship site, employers, etc (see Appendix B for the form). This form assists the faculty with consistency and efficiency in providing recommendations with a focus on providing information about student skillsets. Individual faculty members may have specific procedures to be followed when students request them to serve a reference or write a letter of recommendation. In some special circumstances, a traditional letter may be provided.

However, the following policies apply to all reference and recommendation requests:

- The student must ask the faculty member(s) in writing if they will serve as a reference, and each time the faculty member(s) is(are) used as a reference.
- The student must tell faculty member(s) when and where they are applying and keep the faculty updated.
- If a recommendation is being requested, the student must give the faculty member(s) no less than a 2-week notice.
**FEES ASSOCIATED WITH THE MAJOR**

We believe that the best education is a combination of didactic and experiential learning, thus Recreation Therapy Program is intentionally designed to provide students with hands-on experience and applied learning activities.

a. **UNCW Recreation Therapy Polo Shirt:** All recreation therapy students are required to purchase at least one UNCW recreation therapy polo shirt for **$25**. These polos must be worn when students engage in applied learning activities off campus.

b. **Ropes Course:** In RTH 381, students get extensive training in group initiatives and low ropes course. The Student Recreation Center’s ropes course is used for and facilitated by much of this training at a cost of **$25 per student**.

c. **Printing:** Most recreation therapy courses require students to turn in hard copies of certain assignments which are noted in each course syllabus. Students should plan ahead and be prepared to incur the cost of printing such assignments.

d. **Treatment Modality Courses:** There may be costs associated with recreation therapy treatment modality courses when students are facilitating group or individual activities and interventions. These cost will be kept at a minimum.

e. **Transportation:** Numerous recreation therapy courses require students to travel to local agencies either for site visits or our labs. All transportation costs are the responsibility of the student and carpooling is recommended.

f. **First Aid/CPR Training:** First aid and CPR training are required for enrolling in internship (RTH 497 Field Placement in RT). Students can take this course through UNCW for **$45**. In addition, first aid and CPR training may be required by practicum agencies. Students are responsible for the cost of this training.

g. **Blood borne Pathogen Training:** Blood borne pathogen training is required for enrolling in internship (RTH 497 Field Placement in RT). Students can take this course through the American Red Cross and costs approximately **$35**. In addition, blood borne pathogen training may be required by practicum agencies. Students are responsible for the cost of this training.

h. **Background Checks:** You may need to get a criminal background check because of the agency where required applied learning activities take place. The cost of this is **$25**. In
addition, many practicum and internship agencies require students to have criminal background checks. Students are responsible for the cost their criminal background check.

i. **Drug Tests:** Many practicum and internship agencies require students to drug tests. Students are responsible for the cost their criminal background checks.

j. **Internship:** Students should plan on doing their internship (RTH 497) outside of Wilmington as there are only a few such opportunities in the area and they are highly competitive. Thus, students should plan ahead and consider the expenses, above and beyond tuition and fees, involved in completing the internship requirement. These costs may include:

   - Transportation and lodging for internship interviews,
   - Transportation to the internship site, and
   - Housing and other living expenses during the internship.

Students should be aware that while a few internship agencies offer housing, the vast majority do not.

k. **Liability Insurance:** Since most of the recreation therapy courses require students to engage in hands-on experiences with clients, students enrolled in those courses, including practicum (RTH 348) and internship (RTH 497) are assessed an addition fee by the university to cover liability insurance. Students are encouraged to also see professional liability insurance from a private carrier.

l. **NCTRC Exam:** Students are encouraged to apply to take the National Council for Therapeutic Recreation certification exam (see details below) during their internship. The cost for this is $450 ($325 Exam Registration Fee & $125 New Application for Professional Eligibility fee).

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## Association of Recreation Therapy Students

The purpose of the Association of Recreation Therapy Students (ARTS) is to provide recreation therapy students the opportunity to further their professional career development through experience in working with individuals with disabilities and to promote service, networking, education, and friendships. ARTS meets once a month, and all Recreation Therapy members are encouraged to be active members of this student organization through regular
meeting attendance and involvement in volunteer events and projects, and in leadership
positions. Leadership and active membership in ARTS is a way to engage not only with your
peers, but with the RT faculty and show your potential internship and professional supervisors
you have sought experiences beyond the classroom and leadership opportunities.

**PROFESSIONAL CREDENTIALING**

The Recreation Therapy major at UNCW is a professional preparation curriculum whose
main goal is to develop qualified and well-prepared recreation therapists. Students who receive
a Bachelor of Arts degree in Recreation Therapy at UNCW have met all the course and
internship requirements are qualified to become Certified Therapeutic Recreation Specialists
(CTRS) and Licensed Recreational Therapists (LRT).

**Certified Therapeutic Recreation Specialist.** CTRSs are credentialed through the
National Council for Therapeutic Recreation Certification (NCTRC) ([http://nctrc.org](http://nctrc.org)). During
RTH 497, students should begin the application process to take the national certification
([http://nctrc.org/new-applicants/paths-to-certification/academic-path/](http://nctrc.org/new-applicants/paths-to-certification/academic-path/)). The fees for this include
a $125 New Application for Profession Eligibility Review Fee, and a $325 Exam Registration
fee. The national exam is administered six times a year and students should check with NCTRC
for application submission and exam dates. Students are eligible to take the exam during their
internship.

**Licensed Recreational Therapist (LRT).** Licensure is a legal non-voluntary process
regulated by state government. This means, in the states that have RT/TR licensure, you cannot
practice without a license. Currently, North Carolina is one of four states have RT/TR licensure
laws (New Hampshire, North Carolina, Oklahoma, Utah) and numerous other states are in the
process of creating legislation to achieve licensure in their state.

Recreation therapists in the state of North Carolina must hold both the CTRS certification
from NCTRC, as well as the LRT license from the North Carolina Board of Recreational
Therapy Licensure (NCBRTL) ([http://www.ncbRTL.org/rtpages/faqs.html](http://www.ncbRTL.org/rtpages/faqs.html)) in order to practice
within the state of North Carolina. Qualified professionals are licensed by attaining at bachelor’s
degree or higher from an accredited university, an approved and successfully completed
internship in the field of RT/TR, successful passage of the NCTRC certification exam, an
application, and a clinical appraisal and summary reference form. Annual maintenance and
renewal is required of all licensed RT/TR practitioners through the NCBRTL process criteria. All licensed LRTs or LRTAs must adhere to local, state and federal laws, in addition to the professional Code of Ethics, Standards of Practice and Chapter 90C. The license application fee is $100.

**EMERGENCY PROCEDURES**

The recreation therapy faculty at UNCW have been trained in classroom emergency preparedness. Emergencies come in many different forms, including weather, medical, fire, and ones involving people who are intending to do harm.

Even though the campus has a siren system, there are some areas on campus where you cannot hear the siren. The first warning of an emergency may come to our attention via a messenger at the classroom door or through a personal electronic device.

**In a weather emergency**, you may or may not hear UNCW’s emergency siren. If you are inside, move to an interior room on the lowest floor and stay away from windows.

**In a medical/mental health emergency**, please make space for first responders to do their work. UNCW Police, the fire department and EMS respond to all medical calls on campus.

In a situation in which **someone intends to do harm**, assess the situation and make a decision. Unfortunately, there may not be a clear “right” answer. However, one of the following actions should be taken, listed in priority of consideration?

a. **RUN**: Have an escape route and plan in mind, leave your belongings behind, keep your hands visible and follow law enforcement’s directions.

b. **HIDE**: Hide in an area out of the threat’s view, block entry to your hiding place and if possible, lock all doors, silence your mobile devices and/or pagers.

c. **FIGHT**: Use as a last resort if your life is in imminent danger.

If you need to exit the building in an emergency, seek cover behind buildings, cars, and other structures—go as far away as possible with still staying safe.

If you ever see or experience something unusual or concerning that may lead to an emergency, please let someone know as soon as possible. Please let someone know even if you just have an inkling that something is not right.
**UNCW EMERGENCY CLOSURE PROCEDURES.** In the event that UNCW is closed for an emergency, all applied learning activities (e.g., practica, internship) should be suspended. If the RT faculty are available to provide support for students during that time, clinical supervisors and students will be notified, and students may return to their sites and resume their activities when we receive an “open for business and in a safe location” email from clinical supervisors.

**PARTING THOUGHTS**

The recreation therapy faculty at UNCW are proud of our students and our curriculum. We continually strive to make it one of the top programs in the country. This takes constant dedication to the profession of recreation therapy and the clients we serve by keeping current on the knowledge, skills and abilities necessary to be an exceptional health care provider. We have all been recreation therapists and have chosen to pursue higher education as a career because we are devoted and enthusiastic about the profession and want to ensure it continues to thrive with the best prepared recreation therapists possible. Our job as educators and your job as a student requires dedication, respect, courage, patience and time. We are here to help you succeed as a student and as a professional, but ultimately your success is up to you—and don’t ever hesitate to ask us for help!

“Be well, do good work, and stay in touch!”

(Garrison Keeler)
APPENDIX A

UNCW Recreation Therapy Technical Standards

Cognitive
1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the recreation therapy curriculum and related to industry standards:
- Process information thoroughly and quickly to prioritize and implement recreation therapy.
- Sequence or cluster data to determine patient/client needs.
- Develop and implement a recreation therapy plan of care for patients/clients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical terminology,
- Report verbally and in writing patient/client data to members of the healthcare team.
- Read and comprehend medical orders and patient/client information found in the medical record.
- Perform math computations for analyzing assessment and evaluation data both with and without a calculator.
- Apply critical thinking in the development and implementation of modifications of interventions as needed to meet client outcomes.
- Select modalities suited to a client’s current functional capacities in order to maximize independence, restore functions(s), and/or aid in adjustment to disability.

Physical—Motor:
1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs.
5. Function with both hands free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend to cognitive and psychomotor tasks for up to 3-hours.
Examples of learning activities found in the recreation therapy curriculum and related to industry standards:

- Control a fall by slowly lowering patient/client to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) patients/clients or objects, pull or push objects, weighing up to 35 pounds.
- Reach to shoulder or higher level to place or access equipment, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the patient/client.
- Manipulate small equipment and containers used in recreation therapy practice.
- Perform evaluation and treatment techniques; manipulate common tools used for screening tests and therapeutic intervention of the client.
- Physically maneuver in practice settings to accomplish assigned tasks.
- Demonstrate strength and endurance to complete assigned periods of clinical practice.

Physical—Sensory:

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

Examples of learning activities found in the recreation therapy curriculum and related to industry standards:

- Detect changes in skin color or condition
- Detect a fire in the patient/client care environment.
- Observe patients/clients in a room from a distance of 20 feet away.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in patient/client care.
- Communicate with peers/faculty/patients/clients and members of the healthcare team in person and over the phone in a variety of settings.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.

Behavioral:

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental, and behavioral safety of peers/patients/clients in compliance with the ethical standards of the American Therapeutic Recreation...
3. Maintain effective, mature, and sensitive relationships with others.
4. Acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients.
5. Examine and modify one's own behavior when it interferes with others or the learning environment.
6. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.

**Examples of learning activities found in the recreation therapy curriculum and related to industry standards:**

- Exercise judgment, meet acceptable timeframes for patient/client care delivery (acceptable timeframes are reflected by ability to carry out the usual patient/client care assignment for a particular point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing patient/client care environments.
- Accept accountability for actions that resulted in patient/client care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.
- Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental, and behavioral safety of peers/patients/clients in compliance with the ethical standards of the American Therapeutic Recreation Association.
- Sustain the mental and emotional rigors of a demanding educational program in recreational therapy that includes academic and clinical components that occur within set time constraints, and often concurrently.
- Demonstrate the ability to work as a cooperative team member on group projects.
APPENDIX B

UNCW Recreation Therapy Student/Alumni Recommendation Form

Date

Reference information:

Name of applicant:

This applicant is a: □ student □ alumni

This is a reference for an/a: □ internship □ job application □ graduate school application □ other:

I have known the applicant for the following time period:
I have known the applicant in the following capacity:
I taught the student in the following courses:

The following ratings indicate my opinion of the applicant’s competencies:

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<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Less than expected</th>
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<td>Regulation of emotions to function effectively</td>
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<td>Effective response to and regulation of stressful situations</td>
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<td>Competency</td>
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<td>Honesty, ethical behavior, and good judgement</td>
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<td>Responsibility for their actions and work</td>
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<td>Attention to detail</td>
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<td>Time management</td>
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<td>Adapting to changing environments and professional situations.</td>
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<td>Accepting and applying feedback</td>
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<td>Collaborating with other people</td>
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<td>Physical ability to perform tasks associated with most recreation therapy duties.</td>
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<td>Using technology effectively in professional communications and scenarios</td>
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<td>Advocating for recreation therapy</td>
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<td>Overall quality of work produced</td>
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<td>Overall readiness for professional career</td>
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</table>
The following statements include additional information about the applicant, their competencies, fit for the position, readiness for graduate school, and/or other considerations:


My overall recommendation is:

☐ Yes, I strongly recommend.
☐ Yes, I recommend.
☐ Yes, I recommend with reservations.
☐ No, I do not recommend.

Thank you for your consideration of this UNCW Recreation Therapy student or alumni for this position or program. Please contact me if you need any additional information about this applicant.