

TABLE OF CONTENTS

<i>Therapeutic Recreation at Temple University</i>	2
<i>The Mission of the Therapeutic Recreation Program</i>	2
<i>Departmental & Program Information</i>	3
Faculty and Staff Directory.....	4
<i>Advising Information</i>	4
Roles and Functions of the Academic Advisors.....	4
Roles and Functions of the Student Services Coordinator	5
Roles and Functions of the Faculty Advisor	5
Roles and Functions of the Faculty Mentor.....	6
<i>Curriculum Requirements</i>	7
University Curriculum.....	7
Therapeutic Recreation Program Requirements.....	7
Professional Development Requirements.....	8
Policies Related to TR 3185: Internship I.....	9
Policies Related to TR 4185: Internship II.....	10
CHPSW Health Screening Requirements.....	11
<i>Additional Certificate and Minor Options for TR Students</i>	11
Gerontology Certificate.....	11
Horticulture Therapy Certificate.....	12
Healthcare Systems Management Minor.....	12
<i>University & Program Policies and Procedures</i>	12
<i>Graduation Procedures</i>	13
<i>Professional Certifications Related to Therapeutic Recreation</i>	13
<i>Student Financial Assistance</i>	14
<i>Student Awards and Recognitions</i>	15
Awards from Professional Organizations.....	15
Awards from the Therapeutic Recreation Program.....	16
Awards from the College of Health Professions and Social Work	16
<i>Handbook Acknowledgement Form</i>	18

Therapeutic Recreation at Temple University

Therapeutic Recreation (TR) is an established discipline in health care and human services. The undergraduate curriculum in TR, which allows students to study to become recreation therapists, has existed at Temple University since 1973. Alumni from this program can be found in a wide range of health and human services agencies in and around Philadelphia, and in several states across the country. Many have assumed leadership roles in professional organizations, and several have achieved national distinction and recognition. Others have continued on to graduate programs in universities across the country. Hopefully, in four short years, you will join the esteemed ranks of those who graduated from the undergraduate TR program at Temple University.

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

The Mission of the Therapeutic Recreation Program

The Therapeutic Recreation Program strives to be a world class academic and research unit committed to advancing the role of play, recreation, and leisure opportunities in health promotion, rehabilitation and disease prevention for diverse individuals with chronic illnesses and disabilities across the life span. The TR Program provides exceptional educational experiences, conducts discipline-expanding research, and contributes to society via programs that explore and test evidenced-based innovations in practice and policy. The Program's mission includes:

- Instilling knowledge, values, ethics and skills that will guide students in their future academic pursuits and their professional practice in therapeutic recreation at the local, national and international levels;
- Being a leading contributor to the ever-changing knowledge base in health, leisure, and disability studies through research and other scholarly activities;
- Providing innovative and responsive educational opportunities, research and service in collaboration with local and regional agencies and organizations; and,
- Fostering interdisciplinary collaborations to promote a better understanding of the importance of physically and socially active lifestyles to health, well-being and quality of life.

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

Outcome Goals

The primary goal of the undergraduate program in Therapeutic Recreation is to prepare entry level recreation therapists to deliver rehabilitation, health promotion and disease prevention programs in new and diverse health settings utilizing emerging paradigms for health and wellness. Therapeutic Recreation graduates are prepared to deal with the increased emphasis being placed on client education and health promotion and disease prevention. Graduates from the undergraduate degree in TR assess and interact with individuals with disabilities using a strengths perspective and assume varied roles focused on facilitating health and wellness for individuals with disabilities. Upon successful completion of the B.S. degree, graduates will:

- Understand and adhere to professional standards of conduct and ethics;
- Understand human behavior from holistic and developmental perspectives that encompass dynamic interaction among social, cultural, economic, psychological, spiritual, and biological factors and their relationship to health and well-being;
- Create, implement, and evaluate social, behavioral, leisure and education interventions directed at the physical, social and environmental factors that influence health and well-being;
- Understand health and leisure behaviors and the process of applying social psychological theory to facilitate change in individuals who are experiencing chronic illness or disability;
- Critically select and apply theories and research findings to practice;
- Understand their role as a health professional in promoting and facilitating patient/consumer wellness and self-advocacy;
- Establish, foster, and maintain relationships which enhance the capabilities of individuals with chronic illnesses and disabilities to maintain their health and well-being and facilitate integration into their families and community;
- Communicate effectively verbally, non-verbally, and in writing with clients, agencies, and others;
- Evaluate the effectiveness of their own and their agencies' practice;
- Exercise self-reflection and self-awareness as part of the development of their professional selves;
- Use supervision and consultation to enhance their own professional development and the delivery of services; and,
- Understand the dynamics of human service organizations and know how to engage in productive organizational change.

Departmental & Program Information

Department of Rehabilitation Sciences
Therapeutic Recreation Program

College of Health Professions and Social Work
1700 North Broad Street, Suite 304
Philadelphia, PA 19122

Main Office Phone: 215.204.2703

Fax: 215.204.1386

Web Address:

www.temple.edu/TR

Faculty & Staff Directory:

Name & Title	Office & E-mail	Phone
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Rhonda Nelson, Ph.D., CTRS Clinical Educator	304 E 1700 N. Broad nelsonr@temple.edu	215.204.1387
John Shank, Ed.D, CTRS Program Director	301A 1700 N. Broad jshank@temple.edu	215.204.6278
Heather Porter, Ph.D., CTRS Clinical Assistant Professor	304 D 1700 N. Broad hporter@temple.edu	215.204. 5746
Nannette Vliet, Ed.M., CTRS Clinical Educator	300 B 1700 N. Broad nvliet@temple.edu	215.204.6733
Ms. Gradette Willis Associate Director of Advisement	530 Ritter Hall Annex willisg@temple.edu	215.204.7611
Gladys Thomas, Undergraduate Advisor	301N, 1700 N Broad glthomas@temple.edu	215.204.5701
Matt Dimarco Student Services Coordinator	301M 1700 N. Broad mdimarco@temple.edu	215. 204.5702
Evelyn Rush Department Coordinator	304 1700 N. Broad emrush@temple.edu	215.204.2703

Advising Information

Throughout your studies in this program, you will encounter different individuals who can assist you with your academic and career planning. These include the College of Health Professions and Social Work academic advisor, (Gladys Thomas) who will assist incoming students through their junior internship (TR3185) experience, and the faculty advisor, (Nannette Vliet) who assists students who have completed their junior internship (TR 3185) and are entering their final year of study in the TR program. These individuals will assist you with your advising and registration needs. As a declared major, you will also be assigned a Faculty Mentor who will be available for frank and candid discussion with you about your career plans and any difficulties you are encountering in any aspect of your studies. Finally, the Student Services Coordinator is available to assist you with graduation procedures, registration for special authorization TR classes, internship contracts, and a host of other things. These individuals are vital to your success and professional growth and development. While these individuals work as team to help you succeed at Temple, each individual plays different roles with which you should be familiar.

Roles and Functions of the Academic Advisor The academic advisor is the person who is best qualified to help you navigate university program and major requirements through your initial internship experience in the program (TR3185). Students are urged to be in touch with their

advising center early and often to resolve questions about degree requirements, course selection, and many other academic matters. S/he also is the person who will approve your readiness to advance to upper level courses in your major by assuring that all University CORE/GEN ED requirements have been met and that your academic plan is designed to meet these requirements. Working with your academic advisor requires collaboration and mutual respect. In order for you to have a successful experience, you should:

- read the undergraduate TR handbook and learn what is required of you in the curriculum;
- read the Temple university undergraduate bulletin to learn about university polices that apply to students
- schedule regular, periodic conferences (not only at registration times) to discuss your course selection issues and academic questions, and
- attend advising meetings sufficiently prepared with courses for the next semester worked out, necessary records in order (DARS, copy of advising report, etc), and knowing clearly where you stand academically in terms of credits and requirements.

The academic advisor can assist you with:

- selecting your courses in accordance with academic requirements and your professional plans;
- working through academic difficulties you may be having;
- utilizing the support services/facilities of the TR Program and the University;
- providing assistance with your roster, drop/add requests, overload requests, program policies and requirements, and financial aid issues; and
- identifying resources to meet needs such as financial aid, counseling, tutoring, disability services, and placement testing.

Roles and Functions of the Student Services Coordinator

The Student Services Coordinator is responsible for the following functions:

- Coordinating documents related to Internship Affiliation Agreements;
- Monitoring compliance with College health screening, background checks, and other student required forms and documentation;
- Processing graduation ticket requests, registration/application, and other related graduation issues, such as clearances for graduation;
- Completing special authorization registration requests and resolving any other registration issues;
- Disseminating information regarding job and volunteer announcements; and
- Providing resource and advising information for students interested in pursuing a Master of Science in Recreation Therapy, Masters of Occupational Therapy, or Doctorate of Occupational Therapy.

Roles and Functions of the Faculty Advisor

As you successfully advance to your final year of study (successfully completed TR 3185: junior internship) a designated faculty member in the Therapeutic Recreation Program will become your primary academic advisor. S/he will provide individual and group advising targeted toward: (1) affirming that you have met the expectations and requirements of the TR program, the College, and the University; (2) ensuring that you are qualified both academically and professionally to seek entry level employment within the therapeutic recreation profession; or (3)

ensuring that you have successfully completed an undergraduate program of study that allows you to pursue graduate education. The Faculty Advisor can assist you with:

- selecting your courses and scheduling appropriately to fulfill your final program graduation requirements; and
- confirming graduation requirements have been met.

Roles and Functions of the Faculty Mentor

Early in your studies as a therapeutic recreation student, you will be assigned a faculty mentor. If you are unaware of who your faculty mentor is, please see your Academic Advisor, Gladys Thomas. Your faculty mentor is available to provide you with added support and advice throughout your undergraduate studies and to assist you with developing an academic program that will lead to your professional and employment goals. Faculty mentors should be consulted on things related to choosing among program cognate courses (TR electives), internship possibilities and placements, professional development opportunities, academic difficulties and anything else you would like to discuss. Your faculty mentor does not replace the academic advisor or the faculty advisor. Rather, it is hoped that a chance to have your own special conferences with a TR faculty member will help you with decisions about your TR degree, the TR field and life after you graduate. Students are responsible for scheduling a meeting with their faculty mentor at least once a semester to review their professional development activities and to have their hours logged into their student academic file. Additional mentoring meetings can be scheduled by students as needed. The main intent of the faculty mentoring process is to provide you with an opportunity for additional personalized attention to support your individualized academic and career goals.

Curriculum Requirements

Therapeutic Recreation curriculum sheets are available through your academic advisor, Gladys Thomas and on your Blackboard site under the Professional Issues. These sheets outline required courses and the sequencing of those courses within the Therapeutic Recreation Program. You should receive a curriculum sheet at your first advising meeting with your academic advisor. This curriculum sheet will guide you as you move through the program. Courses that are required in other departments can be scheduled at any time during your undergraduate years. Please note course offerings vary every semester; therefore, students should annually meet with either the academic advisor or the faculty mentor (depending on what you have completed in the program as discussed above) to plan their course schedule accordingly. While students are assisted with their curriculum planning, students are ultimately responsible for assuring they have timely met the necessary requirements for graduation.

University Curriculum

All students are required to complete a set of university requirements: General Education (GenEd) or Core.

- *All* students starting in the 2010-2011 academic year are required to complete the Gen Ed curriculum. New freshman and transfer students can find information about the GenEd curriculum at
www.temple.edu/bulletin/Academic_programs/general_education/index.shtm.
www.temple.edu/bulletin/Academic_programs/general_education/index.shtm.

Therapeutic Recreation Program Requirements

In addition to the University CORE/GEN ED requirements, the Therapeutic Recreation Program has additional required courses and other related requirements (Health Related Cognates, Lower and Upper Division Requirements, Program Cognates (TR Electives), Internship Requirements, Professional Development Requirements, and Health Screening Requirements). Some of the TR Program required courses also fulfill University CORE requirements as noted on the list below; however if you are following the GEN ED curriculum, no one course can fulfill multiple requirements. When a course meets both a University and a program requirement, students should select additional elective courses consistent with their career and educational goals (EXCEPTION: Kin 1223 will fulfill GS1 GEN ED requirement). All students are required to have a minimum of 121 semester hours of undergraduate credit for the B.S. degree in Therapeutic Recreation.

Students must successfully pass all Health Related Professions courses (HRP 1101, 2103) and Cognate Core courses (KNSLOGY 1223, PSYCH 1061, PSYCH/SOC 1167, PSYCH 2301/EDUC 1322, and PSYCH 2201) with a minimum grade of C or higher. Students not demonstrating the ability to meet this academic requirement will not be permitted to progress to the Upper Division TR Core and Related Electives in the curriculum until the minimum C is achieved. In addition, all TR courses must be completed with a grade of C or higher. In accordance with College policy, students may only repeat a course once to achieve the minimum C. Students should also be mindful of financial aid requirements in reference to the number of new credits that must be completed during the school year to remain eligible for financial aid. In addition, if students elect to take courses during the summer sessions, they need to be aware of costs they may need to assume.

Required Health Related Cognates

—	or	HRP 1101	Disability and Society (Individual & Society CORE)	F, S
		TR 0813	Disability Identity	F, S
		HRP 2103	Health Psychology & Human Behavior	F, S, SM
		KIN 1223	Anatomy and Physiology (Science/Technology CORE)	F, S, SM
		PSY 1061	Psychology as a Social Science (Individual & Society CORE)	F, S, SM
		PSY 2201	Psychopathology	F, S, SM
—	or	PSY 2301	Developmental Psychology	F, S, SM
		ED 1322	Development Across the Lifespan	F, S, SM
		PSY/SOC 1167	Statistics (Quantitative Reasoning CORE)	F, S, SM
		xxx	Related Elective	

Program Lower Division Required Courses

TR 1102	Adapted Sport, Recreation and Leisure Services	F, S
TR 2103	Foundations of TR Practice	F, S

Program Upper Division Required Courses

TR 3101	Assessment and Documentation in TR	F, S
TR 2104	Modalities in TR Practice	F, S
TR 3103	Professional Seminar II	F, S
TR 3111	Teaching Health Promotion & Leisure Education	S

Temple University, Department of Rehabilitation Services
Therapeutic Recreation Program

TR 3196	Research and Evaluation in TR (Capstone course)	F
TR 4196	Clinical Procedures	F, S
TR 4111	TR Administration	F

Program Cognate Courses (TR Electives)

To fulfill the TR Program cognate requirement, students choose 4 courses from various program elective courses. Course selection should allow students to develop a focused area of expertise within the discipline of TR. When selecting cognate courses, students should discuss their elective selections with their faculty mentor and/or the faculty advisor and take classes that prepare them for their specific service setting (e.g., nursing home, behavioral healthcare, physical rehabilitation, etc.) in which they want to do their final internship placement or find employment. Students are required to take 12 s.h. of departmental cognate courses. Students may choose from:

TR 2203	Collaborative Studies in Assistive Technology	SM
TR 2205	Adventure Challenge Programming	S, SM
TR 3282	Independent Study in TR (special authorization needed)	F, S, SM
TR 3203	TR & Mental Health	F
TR 4211	Recreation Therapy & Physical Rehabilitation	S
TR 3213	TR & Pediatric Healthcare	S
TR 2201	TR & Developmental Disabilities	F
TR 4205	Recreation Therapy & Geriatric Settings	S

Professional Development Requirements

An important enhancement to the overall preparation and academic training of students in this program is hands-on learning. Rather than an accumulation of random experiences, **each student works with his or her faculty mentor to plan, select and evaluate 120 hours of volunteer and/or paid professional development experiences related to therapeutic recreation.** These experiences provide an important reference point for classroom learning and for a personal development of insights, attributes, and skills needed to be an effective helping professional. Professional development hours can be obtained from volunteer work associated with courses, prior and/or current related work experiences, summer employment or traditional volunteer experiences. **At least 65 of these hours must be completed prior to Internship I (TR 3185). The remaining hours (excluding Internship I hours) are required prior to Internship II (TR 4185).**

Professional development experiences are coordinated between each student and their faculty mentor. Each student, in consultation with his or her faculty mentor, will determine readiness to seek a higher level and/or variety of professional development experiences. Therefore, at least once each semester, you are expected to meet with your faculty mentor and to review your professional development hours. **Prior to this meeting** you should provide your faculty mentor with a written reflection of the learning that has taken place through your professional development hours as well a copy of your Professional Development Tally Sheet (NOTE: all hours must be confirmed by your on-site supervisor's signature). The Policy on Professional Development Hours as well as guidelines for your reflection paper can be found on the Professional Issues Blackboard website. The discussions that occur during these mentor meetings

Temple University, Department of Rehabilitation Services
Therapeutic Recreation Program

will provide you with an opportunity to determine your readiness for your credit-bearing internship experiences, reflect on your career goals, and introduce you to clinical supervision.

Professional development hours are typically sought/completed at three levels:

Level One (30-50 hours): The maximum number of hours you can have at this level is 50 hours. Volunteer and/or paid employment experiences at this level places emphasis on exposure to situations and experiences that is typical in health care and human services. This includes exposure that familiarizes you with agencies or organizations that provide services to individuals with disabilities, at-risk youth, and/or elderly persons. Acceptable agencies include those providing health care, human services/social services, and recreation. Primary learning objectives at this level include basic awareness of the experience of disability, and the fundamentals of safe and culturally sensitive interaction, programs, and services. Volunteering assignments associated with courses such as TR 1102 and HRP 1101 can count for Level One experiences. Some examples at this level include helping with set-up or with serving food at the “Beast of the East” quad rugby tournament; helping with registration or keeping score at a Special Olympics meet; volunteering as a patient transporter or as an aide in the PT/OT gym in a hospital.

Level Two (50-80 hours): The minimum number of hours you can have at this level is 50. The second level of professional development experience should provide opportunities for you to develop basic leadership skills needed for interacting with individuals and groups, program planning skills, creativity, and familiarity with specific activity modalities used by TR professionals. In contrast to the observer role that is typical of many Level One experiences, Level Two professional development experiences typically involve basic tasks associated with TR practice. These experiences involve more active recreation leadership. Acceptable agencies for this level include TR or Activities departments in health care facilities, and other residential or community-based agencies or settings that serve persons with disabilities. Some examples include volunteering to plan and lead special event activities at Norris Homes Community Center; providing respite care through the Time Out program, and serving as a recreation aide at a hospital or LTC facility.

Level Three (10-20 hours): The minimum number of hours you can have at this level is 10. These hours are devoted to learning about advocacy, both for clients and for the profession. This can include volunteering to help at a professional meeting or conference, volunteering to speak about the TR major at a high school or at a Freshman Seminar class, or volunteering with a disability advocacy agency such as Access Sports. These hours are normally acquired during your senior year, prior to the Internship II. Some of these hours can be obtained in TR 3103: Professional Seminar.

Departmental Internship Requirements

Students complete **TWO** credit-bearing internship experiences (TR 3185, TR 4185) as part of their curriculum. Students are responsible for securing internship placements. The senior internship coordinator (Dr. Rhonda Nelson), the junior internship coordinator (Nannette Vliet) and your faculty mentor are available to assist you in this process; however, ultimately, the responsibility for securing a site is yours. Internship sites are extremely competitive. There are

no guarantees that you will get your first choice for an internship site and the process of securing a site may take a few months. Students therefore must present themselves professionally to potential internship sites, realizing that sites are NOT obligated to accept internship students and have many applicants from which to choose. Students should discuss internship site possibilities and the process for securing a site with their faculty mentor frequently throughout their academic program. The process of formally securing an internship site should begin, at a minimum, in the beginning of the semester PRIOR to enrolling for internship credit. The Internship Coordinator and your faculty mentor can provide you with details about the steps involved in securing a site as well as the requirements for each internship experience. Students are encouraged to schedule an appointment with the Internship Coordinator or attend an internship informational meeting PRIOR to beginning this process and to download a current internship manual from the Professional Issues Blackboard site that can be accessed by all therapeutic recreation majors. Prior to registering for your internships, there are several requirements that need to be met in addition to securing internship placement. Therefore, it is imperative that you meet with the internship coordinator early on in the process.

Internship sites are available throughout the United States. Typically, internship experiences are not paid placements. Students wishing to complete a paid internship experience or an internship at a site that is more than 150 miles from Temple University should discuss this request with their faculty mentor. Your faculty mentor can explain the steps in obtaining formal permission in writing from the department. Approvals are considered on a case-by-case basis. Criteria used to evaluate the feasibility of long-distance internship sites include academic performance, leadership skills, and faculty recommendations.

Policies Related to TR 3185: Internship I

Typically, this internship is completed during your junior year. Prior to enrolling, you must have completed all pre-requisite TR program courses (TR 2103, 3101, 2104), all NCTRC supportive coursework (KIN 1223, PSYCH 1061, PSYCH 2301/EDUC 1322, PSYCH 2201) and have documented in your academic record at least 65 professional development hours, and completion of the College health screening (including TB test), child abuse and criminal clearance background checks.

Policies Related to TR 4185: Internship II

This is your final culminating experience of your academic training. As such, you should engage in thoughtful discussion with your TR faculty mentor and the internship coordinator about your career plans, academic needs and potential internship sites that can best meet your needs. While Internship II is actually completed in the student's final semester, this discussion should begin during your junior year with your faculty mentor. Prior to enrolling in Internship II, students must have successfully completed ALL coursework (as evidenced by a 2.5 GPA in the major and a 2.00 overall GPA and NO incompletes in coursework needed for graduation). This means that students must have completed all required coursework for a B.S. in Therapeutic Recreation at Temple University and must have earned a minimum of 109 credits, which count towards graduation (you will receive an additional 12 credits for your internship experience, which brings you to the minimum number of credits needed for graduation – 121).

Students preparing for the Internship II experience must meet with the Senior Internship Coordinator (Dr. Rhonda Nelson) early in the semester preceding your internship. The Senior Internship Coordinator will ensure that you have spoken with your faculty mentor and have identified at least 3 sites to pursue a potential internship. Students will be prohibited from registering for the internship until all required documentation is received, including: acceptance letter, criminal background and child abuse clearance checks, first aid/CPR, College health screening requirements, and approval of at least 120 professional development hours.

Mandatory Health Screening Requirements

The University has defined minimum health screening requirements for students in all majors, including Therapeutic Recreation, within the College of Health Professions and Social Work. These requirements must be completed prior to any client contact by the student, including client interaction for the fulfillment of professional development hours, class assignments, and internship experiences.

The requirements are as follows:

- documentation of an immunization record along with laboratory reports of titers/antibodies that verify your immunity to infection with Measles, Mumps, Rubella, Varicella, and Hepatitis B,
- a physician's physical,
- the date of your last Tetanus/Diphtheria booster shot, which needs to have been done within the last 10 years, and
- a Tuberculin Skin Test (PPD). This test will be required each year and **MUST** be done at Temple's Student Health Services.

Additional health screening forms and information can be obtained from the Academic Advisor, Gladys Thomas, or Student Services Coordinator, Matt Dimarco.

Additional Certificate and Minor Options for TR Students

If you would like to discuss certificate and/or minor options available at Temple University as part of your academic program, schedule an appointment with the Academic Advisor for the Therapeutic Recreation Program. Currently, the certificate/minor programs of particular interest to TR majors include:

Gerontology Certificate

The general certificate in gerontology is designed to provide students with a basic interdisciplinary background in gerontology. This 18 credit hour program (15 credit hours of didactic courses and 3 credit hours in a field placement or action research project) may be completed simultaneously with your Therapeutic Recreation degree. In fact, many of your TR courses are accepted by this certificate program, which is administered through the Institute on Aging, 1601 N. Broad Street, Philadelphia, PA 19122-6099. Applications to the Gerontology Certificate program can be submitted at any time and will be processed upon submission; however, no more than two gerontology electives (6 credits) taken prior to acceptance into the program can be applied toward completion of the Certificate requirement. Students interested in pursuing a gerontology certificate should review their coursework with their faculty mentor to discuss a plan of action. Specific questions and requests for applications can be directed to the

Temple University, Department of Rehabilitation Services
Therapeutic Recreation Program

Albert J Finestone, MD, MSC, Director, Institute of Aging at 215-707-4741 or by reviewing the certificate information at http://www.temple.edu/aging/cert_gerontology.htm.

Horticulture Therapy Certificate

The Horticulture Therapy Certificate is a 14-15 s.h. certificate offered at the Temple Ambler campus through the Landscape Architecture/Horticulture Department. These courses follow the national certification guidelines of the American Horticulture Therapy Association and may be applied toward those requirements. Courses include: Introduction to Horticulture Therapy (HORT 2753) Horticulture Therapy Skills (HORT 2754), Herbaceous Plants (HORT 2221), Art of Floral Design (HORT 1651) or Fundamentals of Horticulture (HORT 1001), and Horticulture Therapy Management (HORT 2755). For more information, contact the Department of Horticulture at 267-468-8200.

Healthcare Systems Management Minor

Therapeutic Recreation students are eligible to apply for and complete a minor in Healthcare Systems Management from Temple's Fox School of Business. This minor approaches healthcare from a business perspective and allows students to explore the various levels of administration within the healthcare industry. The following courses are required for the minor: HM 3501 – Introduction to Healthcare Systems Management, HM 3502 – Finance and Information Technology and HM 4596 – Integrated Delivery Systems and Managed Care. Interested students should contact Dr. Barbara Blundi Manaka at 215.204.4963 or visit the website at <http://sbm.temple.edu/dept/rihm/healthcare/hmminor.html> for more information and/or an application.

University & Program Policies and Procedures

The Therapeutic Recreation Program follows the academic policies and procedures detailed by the University and the College of Health Professions and Social Work . These policies and procedures can be reviewed at

http://www.temple.edu/bulletin/Academic_policies/policies_list/policies_list.shtm, and <http://www.temple.edu/chp/deansoffice/Academic-Student-Affairs.htm>

Your academic advisor, faculty mentor, student services coordinator or the faculty advisor can assist you with any specific questions you may have after reviewing these policies.

TR Program Professional Behavior Statement

Students within the Therapeutic Recreation Program are expected to abide by standards of professional conduct. It is expected that each student will adopt the Code of Ethics of the TR professional organizations and maintain a demeanor appropriate to that Code at all times (e.g., in the classroom, during professional development hours and during internship and volunteer placements). Additionally, students are expected to adhere to Temple University's *Students' Code of Conduct* which is readily available on the University's website at http://policies.temple.edu/getdoc.asp?policy_no=03.70.12. Failure to comply with these expectations can result in disciplinary action.

In light of this, students should be mindful that they have an obligation to respect the rights of others within the classroom environment so that it remains a positive learning environment, free of distractions and conflict. Appropriate classroom behavior includes at a minimum, attendance and engagement in the learning process and the turning off of all cell phone and pagers. Each instructor in the Therapeutic Recreation Program will review in further detail their specific expectations regarding this issue.

Graduation Procedures

Students must apply for and pay their graduation fee early in the semester that they are planning to graduate, i.e., the semester in which their requirements for the degree will be met. The deadline dates are: February 16th for MAY graduates, June 1st for AUGUST graduates, and October 15th for JANUARY graduates. Details about diplomas, graduation tickets, caps and gowns for graduation can be found at www.temple.edu/commencement. Students must meet the following requirements in order to graduate:

- Successfully completed all coursework with an overall minimum cumulative grade point average of 2.0 with a “C” or better in all courses required by the Therapeutic Recreation Program, and maintain a 2.5 GPA in Therapeutic Recreation courses.
- Complete a minimum of 121 semester hours of coursework in designated areas described in the curriculum. Remedial courses do not count towards graduation. “I”’s, “MG”’s” and “NR”’s” must be cleared from transcripts if the credits are needed for graduation.
- Library bills and other indebtedness to the University must be settled.
- Successfully complete and pass the Temple University Information Literacy Tutorial (for those following the University Core Curriculum only)
- Complete the online application, along with online payment of graduation fee and request for graduation tickets. Any questions regarding graduation applications should be directed to the Student Services Coordinator, Matt Dimarco.
- Complete the Student Financial Services Exit Interview

Professional Certification Related to Therapeutic Recreation

Certified Therapeutic Recreation Specialists (CTRS)

Students graduating from the Therapeutic Recreation Program at Temple University are eligible to sit for the national certification exam to become a Certified Therapeutic Recreation Specialist. This credential was established in 1981 as the national certification for recreation therapists. Managed by the National Council for Therapeutic Recreation Certification (NCTRC), the CTRS certificate is awarded to applicants who meet all eligibility requirements through either the academic or equivalency paths and pass a written, knowledge-based examination. This is a five-year renewable certificate with re-certification requirements. For more information, contact NCTRC at (845) 639-1439 or www.nctrc.org.

Additional Specialty Certifications

There are other specialty certifications which undergraduate students may pursue as part of their curriculum. Examples include the Certified Addictions Counselor and the Certified Child Life Specialist. Each specialty certification has its own set of required courses and internship/life experiences. Students are responsible for gathering the most current requirements if they are

interested in pursuing these certifications and discussing their interests with their faculty mentor and/or the Faculty Advisor.

Certified Addictions Counselor Certification (CAC)

The Pennsylvania Chemical Abuse Certification Board (PCACB) certifies persons who have met certain competencies in the areas of providing treatment services to substance abusers. There are four (4) levels of counselor certification and each has different certification requirements, consisting of: education, counseling experience and written/oral exam. For more information, contact the PCACB at (717) 540-4455 or www.pacertboard.org.

Child Life Specialists Certification (CCLS)

A Child Life Specialist is a professional who uses play, recreation, education, self-expression and theories of child development to promote well-being in children, adolescents and their families. Students completing the Therapeutic Recreation curriculum and their senior internship in a pediatric facility are eligible to sit for the national certifying exam. Students are required to be supervised by a CTRS and a CCLS and may need to complete additional coursework and internship hours to qualify for the certification. For more information, contact the Child Life Council at (301) 881-7090 or www.childlife.org.

Student Financial Assistance

The College of Health Professions and Social Work offers varying options for emergency loans and scholarship awards. Short Term loans that can be pursued include:

- **The Wetherill Short-Term Loan**: offers short-term financial assistance to students in the amount of \$750 or less. This loan must be repaid by the end of the semester through Student Financial Services. Applications are available from and should be returned to the Associate Dean for Administration of the College of Health Professions and Social Work , Room 303, Jones Hall, 1316 Ontario Street, (215) 707-4800. If approved, the loan funds are available within one week of application.

The following scholarship awards can be pursued:

- **Temple University Dental Hygiene Alumni Club Scholarship**: This \$1000 award recognizes and supports undergraduate degree seeking candidates in the College of Health Professions and Social Work . Applicants must meet the following criteria:
 - Be enrolled as a part time or full time student in a course of healthcare (cannot be a senior student)
 - Be a non-traditional student (not a first time freshman college attendee)
 - Demonstrate a commitment to community service in healthcare and/or education within the discipline
 - Be in good academic standing in their program of study. A 2.8 GPA will be considered “good academic standing”
 - Preference will be given to a candidate who is a member of their professional organization.

Please see the Academic Advisor or the Student Services Coordinator, for complete application information.

- **Diamond Peer Teacher Program:** This program provides student “Peer Teachers” the opportunity to experience aspects of teaching at the university level under the guidance of a faculty mentor and supplemental instruction to students in the courses in which the Peer Teachers will be working. This is a working scholarship (approximately 12-15 hours weekly) in which you will receive a stipend of \$2,250. Applicants must meet the following criteria:
- Must have a minimum GPA of 3.25
 - Must have a minimum of 60 earned credit hours
 - Must have content competency demonstrated by having earned a grade of A- or above in the targeted course and be a major in the discipline
 - Must have good interpersonal skills
 - Must have insight on necessary study skills and the habits of successful students
- Additional information can be obtained through your faculty mentor, or the Office of the Vice Provost for Undergraduate Studies, at www.temple.edu/vpus/opportunities/peerteacher.htm

Student Awards and Recognitions

Awards from Professional Organizations:

The Peg Connolly Scholarship Program

The American Therapeutic Recreation Association provides students within the field of therapeutic recreation the opportunity to apply for the Peg Connolly Scholarship. Named in honor of Dr. Peg Connolly, former Executive Director of the National Council for Therapeutic Recreation Certification, this program provides recipients with a stipend so that they can attend ATRA’s Annual Conference, including conference registration, lodging accommodations and meal stipend (\$100). Students are responsible for their transportation to/from the conference. This scholarship is a “working scholarship”. Students assist in various aspects of implementing the conference such as room hosting, registration and monitoring social events. This scholarship is available to undergraduate and graduate students who will be enrolled in a therapeutic recreation program during the conference year. For more information visit the ATRA website (www.atra-online.com).

The William P. Dayton Memorial Scholarship

This award is given annually by the Pennsylvania Therapeutic Recreation Society to a student majoring in therapeutic recreation at a college or university. The award covers the registration costs, lodging and meals associated with attending the annual Therapeutic Recreation Institute hosted by Pennsylvania’s Therapeutic Recreation Society. Visit the PTRS website for more information and deadlines (www.pters.org).

PTRS Student Honor Award

This award is a faculty nominated award for a college junior, senior or graduate student who has demonstrated strengths in: moral character; leadership and maturity; dedication to the principles and practices of the field; professional development; involvement in campus or community activities; and classroom performance.

Awards from the Therapeutic Recreation Program

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

The Bill Dayton Scholarship

Dr. William P. Dayton Scholarship is a cash award presented to the upperclassman who most exemplifies professional and personal dedication to Therapeutic Recreation. The scholarship consists of a cash award granted to a student who has gone beyond curricular requirements and has through volunteer or professionally-relevant employment services demonstrated outstanding commitment to persons with disabilities, particularly in the area of therapeutic recreation, while maintaining a minimum GPA of at least 2.5. It is given in honor of Dr. William P. Dayton, a faculty member in the Therapeutic Recreation Program at Temple University until his untimely death in 1984. Throughout his years of service, Dr. Dayton never ceased to care about people. He was a highly respected teacher and counselor, as well as a beloved friend to many of those he knew. In his memory, the Bill Dayton Scholarship was established by his wife Charlotte.

The Outstanding Senior Award

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

The John Noisette Memorial Award

Established in memory of John Noisette, former TR professor and founder of the *Rollin' Owls*, Temple's wheelchair basketball team, this award honors a student or graduate of the TR program for exceptional leadership and innovation in advancing recreation and sport opportunities in the lives of individuals with disabilities. Award recipients are nominated and subsequently selected by Therapeutic Recreation faculty members each Spring and award recipients are added to the perpetual plaque in the Department's main office suite.

Certificate of Recognition Award

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

Nominating Procedures for Departmental Awards

Awards can be faculty or self-nominating. Application material and guidelines for these awards can be obtained from your faculty mentor or from the Student Services Coordinator, Matt

Temple University, Department of Rehabilitation Services
Therapeutic Recreation Program

Dimarco. Potential candidates should submit a one-page biography, highlighting their academic and professional experiences and a current resume.

Awards from the College of Health Professions and Social Work

The College of Health Professions and Social Work Academic Excellence Award

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

The College of Health Professions and Social Work Alumni/ae Federation Acres of Diamonds-Spirit Award

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

Handbook Acknowledgement Form

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

I have received and will read the Department of Therapeutic Recreation Undergraduate Handbook for Academic Year _____.

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

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

Student Name (please print)

Student's Signature

Date

Witness' Signature

Date